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ABSTRACT

This handbook is designed to give school boards, school administrators, teachers, and community leaders in Iowa a step by step approach to designing a quality, multicultural, nonsexist education program in their local school districts. The role of each one of these groups in developing a multicultural nonsexist education program is described. In addition self-evaluation forms for each of these groups are provided. Other practical aids provided include a model advisory committee operating procedure and specific curriculum guidelines for this kind of program. Bibliographies and a list of minority resource organizations in Iowa complete this practical guide. (Author/AM)

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Guide to Implementing Multicultural Non-sexist Curriculum Programs In Iowa Schools

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Des Moines, Iowa 50319

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INTRODUCTION

Every school in our nation has an imperative mission to help prepare its students for life in a society composed of many different cultural, racial, and ethnic strands. The extent to which a school equips its young people to live and work within a country characterized by an assortment of races, cultures, and life styles, each mutually celebrated, is an important indicator of its relevance to contemporary youth and its overall quality.

The Iowa State Board of Education encourages school districts to initiate in all subject areas, at all grade levels curriculum changes, teaching practices, and instructional materials which foster respect and appreciation for the cultural and racial pluralism of this country, and the achievement and contributions of minority groups, ethnic groups, and women as well as men. Guidelines* adopted by the State Board in July, 1975, state that, "all students must be offered the opportunity to know their cultural heritage and appreciate its uniqueness . . . . through multicultural education. As well as learning about the history and achievement of their own group's culture, students must be offered the perspective that comes with learning about other ethnic groups and races." It was also stated that if "all students are to achieve maximum development and utilization of their individual abilities and at the same time achieve personal self-fulfillment and satisfaction, it is necessary that they must be exposed to the various roles and life styles open to both men and women. The curriculum should in no way condition boys or girls for stereotyped roles or careers."

If the goals of the State Board are to be met, the enthusiastic leadership of top school officials is a necessity. The multicultural, nonsexist education program must be given high priority in terms of time, personnel, funding, curriculum change, etc., if it is to succeed. The positive leadership of both the superintendent and the school board chairperson are essential if a coordinated district wide program is to be successfully implemented.

One of the most difficult problems in initiating and administering a multicultural, nonsexist program is communicating with the public regarding the objectives and expected outcomes of such a program. Students may misunderstand and resist subjecting themselves and their subject matter to such ideas. Parents may think that the schools are wasting time and putting too much emphasis on human relation issues. In their concern for evidence of progress in basic skills areas where progress is very tangible, parents often overlook the progress or lack of progress their child is making in the fourth R, which is "relating." For these reasons an efficient vehicle for communication with the public is an important element of the multicultural, nonsexist curriculum program.

How does one relate to oneself (self-concept)? How does one relate to others within his same cultural, racial, or ethnic group? How does one relate to individuals of other racial, ethnic, or cultural groups? In a multicultural country where minority groups and women are moving ever more into the mainstream in the world of work, social interaction, economics, and politics, these questions become very important. Progress in a child's ability to relate will not just happen. It must be a very tangible part of the entire educational program including teaching practices, curriculum content, and instructional materials. Such a multicultural, nonsexist education program must be carefully planned and supervised.

When curriculum structure, curriculum content, and

*Multicultural, Nonsexist Curriculum Guidelines for Iowa Schools. Iowa State Department of Public Instruction, 1975.

instructional materials are modified or updated, it is important to involve all affected groups in the planning process. Building administrators, teaching staff, students, and parents should all be involved. Community input is necessary to gain community support as well as to guard against the development of irrelevant programs. The utilization of an advisory committee insures at least minimal input of these affected groups. The advisory committee can be a very useful tool for bridging the communication gaps that exist within the community, amongst education personnel, and between the school and the community. The utilization of an advisory committee is consistent with the present trend toward wider community involvement in the educational decision making process.

During the development of a multicultural, nonsexist education program many questions will arise such as: (1) Should the study of minority groups, ethnic groups, and women be a separate course, a separate unit within a course, or should such studies be integrated into the total curriculum?; (2) What should be taught to help students understand the basic concepts of race, ethnicity, prejudice, stereotyping, etc.? (3) What content on interpersonal communications, intergroup relations, and sex role stereotyping should be included at various grade levels?; (4) What changes need to be made in the instructional materials and resources?; and (5) How much in-service and what kind of in-service will the educational staff need in order to implement the program. Goals and objectives will have to be decided, a written plan of action developed, responsibilities delegated, and programs evaluated after implementation to determine effectiveness. The needs of the students may vary depending on whether your district is segregated or integrated, rural or urban. It is evident that in the planning, development, and implementation of a program, various areas of expertise amongst staff members will have to be utilized, and unique characteristics and elements within the local community must be given consideration. Changes in curriculum structure and content, instructional materials, and instructional strategies should be made with the student as their major focus.

In recognition of our culturally pluralistic society and its changing views toward the roles of men and women, the State Board of Public Instruction has stated that one of the primary aims of the curriculum in the schools of this state should be "to reduce and eliminate stereotyping and bias on the basis of sex, race, or national origin." It also stated that the curriculum should "motivate students and staff to examine their attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society. If the respect and appreciation for the diversity in our country is to emerge, this commitment in theory must be accompanied by an even greater commitment in practice.

Superintendents and local school boards must realize and accept the responsibility of public education to prepare young people to live and work in multicultural, nonsexist environments. It must be realized that multicultural, nonsexist education does not only benefit minority and female students. All students, whether they be majority or minority, male or female, need to see themselves reflected in the curriculum in a realistic and positive way. Besides providing a basis for a positive self-concept development in minority students and girls, it helps to prevent majority students and boys from developing a false sense of superiority which may often lead to prejudice and discrimination in later life. Given the degree of mobility in present society the lack of minority group representation in the community and/or school **is not a valid reason** for the exclusion of a multicultural education program. School Boards and administrators must take affirmative action to ensure that the schools do a better job of helping students understand and appreciate their fellow Americans of different racial, ethnic, or sexual heritage. The emergence of this appreciation and understanding must be fostered by the total school curriculum.

Schools must strive to create an atmosphere for learning which is devoid of sexist, racist, and ethnic prejudices, discrimination, and separatism. Knowledge of the complex causes and consequences of prejudice and discrimination must supplant existing myths and misconceptions. The stability of our nation depends in large measure on the understanding and respect which is derived for a common educational experience among diverse racial socioeconomic and ethnic groups as well as both sexes.

Until school authorities accept the responsibility of preparing students to live and function in a multiracial, multicultural, nonsexist environment the schools of Iowa will continue to perpetuate a great injustice to both minority and majority students. It is an accepted fact the roles of Afro-Americans, Spanish Surnamed Americans, Native Americans, Asian Americans, and women have often been ignored or inaccurately portrayed in curriculum materials. The perpetuation of prejudice, transmitted from generation to generation, and reinforced by institutional practices and overt behavior must be counteracted by justice and reason. The elimination of prejudice cannot happen overnight. It cannot happen by legislation alone, although legislation provides the essential legal conditions for growth. Only education is universal enough to become a change agent for the whole of society. If education cannot provide the experience and

RATIONALE

It is important that all students regardless of race or sex, see themselves positively reflected in the curriculum of their school. If they do not they will soon lose interest in the educational process.

practices needed to move America to emotional maturity, there are few other alternatives. The obligation is enormous and the necessity of accepting it is great.

Iowa schools must eliminate manifestations of sexism and racism in structure, curriculum, personnel, and instruction. The schools are directed to provide instruction toward the cultivation of positive human relations for all. To do this attention must be given to "due process" and the individual rights of people.

If the multicultural, nonsexist educational program is developed and implemented on the basis of well defined educational goals, it should assist staff and students to examine their prejudices, clarify their values, and change their behavior where necessary.

BASIC ASSUMPTIONS UNDERLYING MULTICULTURAL, NONSEXIST EDUCATION PROGRAMS

Many present policies and practices in our schools limit the development of the potential of half the population. We must work together to bring women into all our programs including athletics, vocational training, science, mathematics, engineering, law, medicine, and administration.

There are a number of basic assumptions one accepts when commitment is made to a multicultural, nonsexist education program. A few of the major ones are the following:

1. There are many different cultural elements in our society and these differences are not likely to vanish. Events cause them to emerge in each new generation. This cultural diversity is a strength and one of the cornerstones upon which America was built.

2. It is good that persons have as much freedom as possible in choosing the career or life style compatible with with their interests and abilities.

3. The level of prejudice one holds towards another group is indirectly proportional to the amount of **meaningful** interaction one has with the members of the group.

4. If one can learn to hate and mistrust others, then one can learn to like, trust, and appreciate others for what they are. As a result of selected instructional materials, teaching practices, and curriculum content, student attitudes and behavior can be changed. However, this will not happen unless it is carefully planned.

5. Prejudice and discrimination are rooted in ignorance. The more facts one knows about the culture, history, and achievements of another group, the less apt one is to show prejudice toward members of that group. Persons inexperienced in intergroup relations frequently alienate members of other groups with whom they actually want to be friendly by inadvertently expressing themselves in the language of prejudice.

   ——Testimonials: "I like your people . . . ." "You are as good as I am . . . ." "Some of my best friends are . . . ." "She really did well for a woman."

   ——Slips of the tongue: "That's darn white of you." "I jewed him down." "I worked like a nigger."

   ——Ethnic Jokes: The person who is a member of the group toward which the joke is aimed cannot be sure if the storyteller accepts or rejects the stereotypes laughed at. This is even more true when the jokes are aimed at a group which has been and still is the victim of prejudice and discrimination.

   ——Caricatures of racial groups: From time to time, public programs have exaggerated or burlesqued supposed characteristics of racial groups for effect.

6. Intergroup understanding is impeded by ignoring individual and group differences and treating all persons as if they were alike. It is also impeded by the

opposite approach which is treating people of other groups as if they were totally different. All human beings, whether they be male or female, black or white, Jew or Christian, have the same basic needs and are more alike than they are different. However, there are very real differences in customs, values, and beliefs which have been passed from one generation to another within cultures. Both similarities and differences must be recognized and efforts must be made to understand the reasons for the differences if better intergroup understanding is to result.

——The "treat everybody alike" method approach ignores real differences in custom and beliefs that root in the culture of individuals.

——The "treat everybody alike" method ignores the fact that a woman or a minority person may bring to the situation an emotional outlook brought about by bitter and unpleasant experiences.

——The "treat everybody alike" principle assumes that there are no cultural differences worth acknowledging and preserving in the life of members of other groups.

——The "treat everybody as if they were totally different" approach ignores the very basic qualities all human beings have in common.

7. A multicultural, nonsexist education program is more apt to succeed if the members of the various groups are represented in the planning, implementation, and evaluation process. This is hard to do in school districts which have no minority population, but even in these districts it might be possible to utilize a resource person in an advisory capacity. There is no excuse for any district not to involve both women and men; while in the "one race schools" efforts should be made to involve members of various ethnic, religious and socioeconomic groups.

——Involvement of minority group persons and women does not assume that these individuals speak for all other group members, but it does help insure that actions will not be taken that might inadvertently offend these groups; and it offers unique and diverse points of view to the planning process.

——A program which has as its main objective the improvement of intergroup understanding is almost certainly doomed to failure if it excludes some of the various groups from meaningful participation.

——Not to include various groups denies the concept of equality which is deeply imbedded in our Constitution.

——Majority group leaders must be made aware of and sensitized to the unique problems of minority groups before they can develop effective intergroup working relationships. Often involving various groups in planning is the very sensitization process which helps the planners understand the problem they are trying to cope with.

8. Community leaders who control the practices of institutions can initiate intergroup and interpersonal communications practices which may be new to the community. Although they differ from customary practices, they may soon become established and accepted customs.

9. Culturally devastated citizens do not make maximum participating citizens.

THE ROLE OF THE LOCAL SCHOOL BOARD

In today's very mobile society, local educational policy makers must realize that the effects of their decisions are felt far beyond the borders of their community. For this reason, school board members must look beyond those borders in formulating local school policy.

The local school board is the official policy making body in a school district. Board members are often influential community leaders. The leadership and support of the board is necessary if fundamental change in the educational process is to be achieved. Board policies in all areas should embody the concept of preparation of all students for a multicultural, nonsexist society. Besides developing a multicultural, nonsexist policy, the board should review all present policies for elements of sexism and cultural bias. The school board should make sure that staff, parents, and the community are aware of what its policies are.

The main points for consideration and discussion in the development of a Board Policy are:

(1) Equal educational opportunity for all students regardless of race, sex, physical disability, or national origin.

(2) Federal and State Law related to equal educational opportunity, (e.g. Title IX of the 1972 Education Amendments and Title VI of the Civil Rights Act).

(3) The rules, guidelines, and policies of the Iowa Department of Public Instruction.

(4) Respect for cultural and racial plurality as a significant value in our American way of life.

(5) The reduction and/or elimination of cultural or sexist stereotyping, prejudice, and discrimination.

(6) Respect for due process and individual rights.

"Ideally every school board policy should be arrived at by a process of discussion and deliberation involving representatives of all groups which will be affected by the application of the policy. The motive behind a policy is of significant importance. A poor type of policy results from a defensive, preventive, or corrective intent. On the other hand, a good type of policy results from an approving,encouraging, constructive intent. Such a policy is outward looking and expansive. It leads to growth and progress and a prompt adaptation to changing needs."[1] If a school board develops a multicultural, nonsexist policy statement only because of outside stimulus without believing in the concept, this fact will be evidenced in the final plan and the community's reaction to it.

The multicultural, nonsexist education policy statement should be carefully organized, clearly written, and kept up-to-date. This will help to avoid misunderstanding and confusion by defining responsibilities and line of authority so they can be readily interpreted at any level. The policy should be publicized so that school staff – both the professionals and nonprofessionals – students, parents, and the community at large are aware of it.

[1]Tuttle, Edward, *School Board Leadership in America*, (Interstate Publishers, Danville, Illinois,) Copyright 1965. p. 51

School Board Steps in the Development of a Multicultural, Nonsexist Education Program

1. Board members should acquaint themselves with state law and State Board policy and guidelines related to equality of educational opportunity, desegregation, and multicultural, nonsexist curriculum.

2. Publicize the above laws, rules, and guidelines so that all segments of the community are aware of them.

3. Publicize the Board's intent to develop a multicultural, nonsexist curriculum policy and plan, and the date upon which the Board will initiate discussion on the policy and the plan. Place special emphasis on involving minority groups and women as well as other groups in the community which may be the victims of prejudice or discrimination (e.g. elderly, physically handicapped, socioeconomically disadvantaged, religious, minority, ethnic groups . . . .)

4. Develop, adopt, and publicize a statement of policy on multicultural, nonsexist education which provides the basic concepts and assumptions upon which the plan itself will be built.

5. Appoint a multicultural, nonsexist advisory committee. (See Multicultural, Nonsexist Curriculum Guidelines.)

6. Direct the administration to develop a multicultural, nonsexist plan compatible with the Board's policy decision.

7. Provide the necessary resources, personnel, and funds to implement the program.

8. Adopt a procedure for dealing with staff, student, and parent grievances.

9. Regularly monitor the adoption and implementation of the multicultural, nonsexist curriculum plan.

School boards have a moral and ethical responsibility to function courageously and impartially to assure equal educational opportunity. Every school board faces issues many times each year where moral and ethical principles are at stake in greater or lesser degree. Multicultural, nonsexist education is one of these issues. On such occasions, board members should remind themselves individually and collectively, that one of the essential responsibilities of leadership is possession of courage to stand firmly for what is right and best for the children whose lives will extend far beyond the community in which they are educated.

THE ROLE OF THE ADMINISTRATOR

Schools must create an atmosphere for learning which is devoid of all prejudice, discrimination, and separatism.

The school administrator, at the central office or building level, has the responsibility for carrying out the policy of the school board, providing supervisory leadership to the rest of the staff, and making the everyday decisions which keep the school running smoothly throughout the year. Once the school board has adopted its policy on multicultural, nonsexist education, it is the administrator who determines by his or her support and leadership whether school board policy remains merely a written statement on a piece of paper, or whether it is translated into visible, viable programs and activities in the school.

It is important for the school administrator to remember several things. One is that as a human being, an administrator has a personal philosophy of life and of education. Both state and local school boards may at one time or another make policy decisions which conflict with an individual administrator's philosophy. Although it would be nice to believe that all administrators would support the concepts of multicultural, nonsexist education, reason and reality dictate that this will not be the case. Administrators who find themselves in such a position must remember that although they are free to lead their personal lives as they wish, they have a professional, moral, and legal responsibility to provide equal educational opportunities to all their students whether they be female or male, minority or majority, and to prepare all their students for the realities of today's world.

Secondly, it must be remembered that minority groups and women are underrepresented in administrative leadership positions in Iowa schools. In fact, many Iowa school districts have no women or minority group members in administrative positions. Unless attempts are made to get additional community and staff input, many administrators will be faced with developing a multicultural, nonsexist education program drawing upon a somewhat limited white, middle class, male perspective. It is for this reason that the state guidelines recommend the appointment of a community-wide advisory committee to provide input on this issue.

Thirdly, the effectiveness of the multicultural, nonsexist education program will depend on the commitment of both administrative and teaching staff to the program. Since the program will be implemented with the present staff, it will be necessary that opportunity be provided for professional growth for all staff members in the area of multicultural, nonsexist education.

Steps for Administrators in Developing a Multicultural, Nonsexist Curriculum

1. Make sure that the staff, students, and community residents are aware of federal and state laws, state rules, state guidelines, and the local board policy related to equal educational opportunity and multicultural, nonsexist education.

2. Assign responsibility for program implementation. It is important that whomever gets this assignment feels comfortable with the concept of multicultural, nonsexist education. Make sure that staff, students, and parents know who the designated individual is.

3. Appoint an advisory committee and provide operating procedures for the committee. Call initial meeting and work with the committee to assess needs and develop goals and objectives.

4. Establish a standard procedure for dealing with the grievances of staff, students, and parents.

5. Initiate the involvement of staff, students, parents, and community in conducting an assessment of needs for establishing the program. State desired human relations competencies needed by students and staff in behavioral terms.

6. Develop activities which will enable the district to meet its goals and objectives. Identify both internal and external resources. Write up multicultural, nonsexist education plan.

7. Develop an evaluation and a follow-up program.

8. Seek needed financial support from the local and state Boards of Education.

9. Utilize members of the advisory committee as resource persons.

10. Provide in-service training in human relations for board members, administrators, teaching staff, and support staff. Identify teachers that are presently implementing a multicultural, nonsexist program and utilize them as resource persons.

To cope with increasing numbers of students and increasingly complex educational needs, school systems have developed into bureaucracies with increasing job specialization for all staff members. As a result, parents have been made to feel that modern education is too complex for them to play an active role. A communications chasm has developed between school and home. Advisory committees serve as communication links to help fill this gap.

The multicultural, nonsexist advisory committee also provides the input from women and minority groups that might not exist otherwise. The Iowa guidelines specify that the advisory committee be made up of equal numbers of men and women and no less than one member of each minority group represented in the school district's population. In addition to parents and community members, it is recommended that a board member, an administrator, a teacher, and a student be included on the advisory committee.

The committee should have enough members to be representative of the community population, but not so many that coordination of committee activities becomes unwieldy (ten to fifteen members would seem to be ideal). There is a general tendency to place the same involved community leaders on advisory committees. Very often these busy professionals are spread so thin that they have little time for in-depth involvement. Efforts should be made to get community members who will be able to spend the necessary time to get involved.

Nothing "turns off" a committee member more than to realize that he/she has been appointed to a committee as a mere formality to rubber stamp school district programs. One way of insuring this involvement is to utilize the subcommittee approach. For example, a committee of twelve members might be broken down into four subcommittees of three, with each subcommittee having a specific task or responsibility.

Among the responsibilities of the advisory committee should be the following:

1. Advise the Board and the administration on the school program as it relates to equal educational opportunity and multicultural, nonsexist education.

2. To serve as community resource persons in the development and implementation of the program.

3. To relay concerns of the community related to equal educational opportunities to the school board and the administration.

4. To relay information on school programs to the community at large.

5. To assist in the development of the progress reports which are to be submitted to the Local Board and the State Board.

Some suggested areas of concern for the advisory committee are:

- Preparation of students for life in a multiracial, nonsexist society.

THE ROLE OF THE ADVISORY COMMITTEE

A direct contradiction of the basic concepts of multicultural education would be to develop a multicultural, nonsexist education program without input from both sexes as well as the various minority groups in the community.

- Recognition and reduction of ethnic, racial, and sexist stereotyping and bias in school programs.
- Affirmative action to correct distortion and misrepresentation of ethnic groups, racial groups, or women in curriculum content and instructional materials.
- In-service for professional staff in human relations and implementation of a multicultural, nonsexist curriculum.
- Intercultural experiences for staff and students (exposure to other racial, ethnic, or religious groups – also to the physically and mentally handicapped and the elderly).
- Integration of content on minority groups, women, ethnic groups, the physically and mentally disabled, and human relations into the general curriculum.
- Use of regional resource people in implementing the school program.
- Development of a collection of multicultural, nonsexist resource materials for staff and students.
- Respect for individual diversity and due process in staff and students.
- Criteria for selection of instructional materials.
- Development of multicultural curriculum content and instructional materials.
- Development and implementation of equal employment opportunity programs.

The multicultural, nonsexist advisory committee should have a specific set of bylaws and operating procedures. (See Appendix.) Committee members should be made aware of their advisory capacity and that the administration may not carry out all their recommendations. On the other hand, administrators should be aware that they have a responsibility to seriously consider all recommendations made by the committee.

The advisory committee must be kept well informed if it is to operate effectively. As has already been mentioned, the administration should provide committee members with copies of federal and state legislation, rules, and guidelines related to multicultural, nonsexist education and equal educational opportunity. Committee bylaws and assignments should be written and distributed to each member of the committee.

However, the orientation should go beyond this very basic phase. Committee members, especially those in smaller school districts, may initially feel that they have been thrust into a role which they do not have the background to play effectively. It should be wise to deal with this issue at the first meeting of the committee. A suggested procedure might go as follows:

1. The chairperson, or whomever facilitates the initial meeting, should share with other committee member his/her own initial concerns. These should be written on a blackboard or on paper. It is wise for the facilitator to model personally what is expected of the committee members as it may help them to feel more comfortable about sharing honest concerns.

(Typical Initial Concerns of Advisory Committee Members)

——I feel that I do not have enough knowledge of minority racial and ethnic groups, the problems of women, and of other subgroups, such as the elderly, the physically disabled, and the socioeconomically disadvantaged to serve effectively on this committee.

——I feel that I do not know enough about institutional racism, sexism, or the policies which affect these groups to be effective on this committee.

——I feel I need to know more about the discrimination that exists in jobs, housing, employment, and education.

——I feel I need to know more about how instructional materials might discriminate against racial groups, ethnic groups, men or women, and others.

——I feel I need to know more about how the school curriculum is developed and who does it.

——I feel I need to know more about classroom activities which can be utilized to improve the student's ability to relate to others and to value diversity.

——I feel I need to know more about the legal rights of staff, teachers, and parents as they relate to the educational process.

2. Using such sample concerns, the chairperson should have each committee member write down four or five concerns of their own.
3. In small groups, committee members should discuss their concerns and how they can be met.
4. The total committee should then discuss the small group concerns.
5. The total committee discusses the results of the assessment and plans a training program to meet the felt needs of the members.

A number of activities could be planned as part of a training program. A recommended reading list might be provided to committee members. (Such a reading list is found in the Appendix of this guide.) Films may be obtained for

viewing and meetings might be scheduled between curriculum directors, department heads, administrators and the advisory committee.

The effectiveness of a multicultural, nonsexist education program will depend ultimately on the willingness and ability of the teachers to implement it. The classroom teachers are the most important resource available to the district. As the role models who deal most directly with the students, they chiefly affect student outcomes.

Since multicultural, nonsexist education programs must be implemented with the district's present staff, an in-service component becomes an integral part of any program. There has been a past tendency to aim human relations in-service programs at social studies and history staff members. Intergroup and interpersonal interaction take place in every classroom and past cultural and sexist biases are often reflected in other subject areas. Therefore, it is important that all staff members and both administrators and teachers be included in human relations in-services. In-service programs should be designed to develop the ability of the participants to:

1. Be aware of and understand the values, life styles, history, and contributions of various racial and ethnic groups, women as well as men, and various other identifiable subgroups in our society.

2. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.

3. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

4. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

5. Respect human diversity, due process, and individual rights.

6. Relate effectively to other individuals and various subgroups other than one's own.

Teacher Competencies

The purpose of developing an in-service program is to assist administrators and teachers as they strive to obtain a number of competencies. Teachers should be able to:

- Implement basic communication techniques for facilitating positive interpersonal and intergroup relations within the school and the classroom.

- Recognize the origins of prejudice and discrimination and the factors which cause them to continue to exist.

- Understand the contributions, values, and life styles of women and various racial and cultural groups. Educators should be able to empathize with other groups such as the elderly, the handicapped, etc.

THE ROLE OF THE TEACHER

As a collective body, children's teachers are second only to the family in shaping their feelings toward other people who share the world with them.

- Develop a scope and sequence plan for including materials and activities that will help students understand the contributions, values, and life styles of racial, cultural, and socioeconomic groups other than their own. Such a plan should also utilize materials and activities that will help students realize the contributions of women as well as men and the various roles and life styles open to both in today's society.

- Identify administrative and instructional materials which show evidence of bias based on race, sex, socioeconomic status, or physical disability.

- Implement activities in the school and the classroom that cause awareness of self and positive self-concept development.

- Deal with conflict situations in a positive, constructive way which will facilitate due process.

- Facilitate the students' awareness of their own values and the consistency of their actions with those values.

- Coordinate large and small group problem solving activities in the school and the classroom that reassure interdependence and cooperation among students.

- Design activities for the school and the classroom which promote respect for and awareness of the value of diversity in our society.

- Deal with racist, sexist, or other discriminatory statements or actions which occur in the school or the classroom.

- Understand how stereotyping of races, the sexes, and other groups results in injustices to individuals in these groups, and how educational institutions have played a role in sustaining such stereotypes.

- Comfortably lead classroom and staff discussion dealing with intergroup relations, the roles of the sexes, and the students' attitudes towards their own and other groups.

- Understand how individual racism and sexism have become incorporated into institutional policies and programs.

These are only some of the competencies that come to mind when one thinks of developing a positive interpersonal and intergroup environment in schools and classrooms. Local school districts may want to incorporate other competencies into their in-service program to meet specific unique local needs. It must again be stressed that local board and administration leadership and support will be a big factor in obtaining widespread teacher commitment to multicultural, nonsexist education in the classroom. On the other side of the coin, most school districts will have teachers who are very knowledgeable of, and committed to the concept, and these individuals should be utilized as resource persons. Teachers should be represented on the advisory committee as well.

The ultimate objective of the multicultural, nonsexist education program is to help students achieve maximum understanding, respect, and appreciation of themselves and others. This means that students must be provided with specific activities that are planned carefully and given proper scope and sequence. Teaching guides should be aimed at achieving specific student objectives. The following are some suggested objectives for a multicultural, nonsexist education program:

- A positive, realistic self-concept in every student regardless of race or sex. The students should be able to talk about themselves comfortably in the classroom. They would realize the things they like and dislike about themselves. Of the things they do not like, they should distinguish between those they cannot change (must learn to accept) and those where improvement is possible.
- Student ability to listen.
- Student awareness of the ways that human beings are alike and ways in which they differ, (e.g. race, sex, culture) that give them an individual and group identity. The student should be able to list similarities as well as differences when shown pictures of various races of human beings.
- Student awareness of the various racial, cultural, and ethnic groups which make up America, as well as the realization that diversity enriches life and is a fundamental cornerstone upon which America was built.
- A student awareness of the history, the contributions, the cultures, and the values of various subgroups in American society (races, sexes, ethnic groups. . . .) The student should be able to list the major contributions various ethnic groups have made to American culture.
- Student awareness of the history and the contributions of women, as well as men, in developing this country.
- Students' awareness of their basic values and the extent to which their actions are consistent with those values.
- A basic student realization of the life styles, roles, and careers open to both men and women in our society.
- Student ability to cooperate with other students in group problem solving activities. Where possible, this should be within race and sex integrated groups.
- Student familiarity with writings, music, art, and the unique customs of various ethnic and racial groups and of women as well as men.
- Student empathy for the desires, feelings, needs, and problems of others including the unique problems

THE STUDENT

One of the most commonly stated goals of education is to achieve maximum development and utilization of individual abilities, while at the same time helping the student achieve personal self-fulfillment and satisfaction. In order to achieve this goal, it is necessary that all students be made aware of the various roles and life styles open to both men and women. The curriculum should in no way condition boys, girls, or cultural groups for stereotyped roles or careers.

faced by persons of another race, sex, ethnic group, religion, or socioeconomic group.

: Student ability to relate to other persons as individuals rather than as members of stereotyped groups (sex, race, ethnic groups, socioeconomic group, neighborhood, etc.). The student should understand the concept of **stereotyping** and the negative effects it has on human beings. Various common stereotypes should be discussed.

: Student ability to settle disputes by means of discussion rather than by fighting. Students should be able to anticipate the results of overly aggressive behavior. They should be able to discuss interpersonal, intergroup, and sex role conflicts with all the affected parties present.

: Student ability to accept criticism without getting upset and to humanely criticize.

: Student awareness of terms, language, and behavior that may be offensive to other individuals or other groups.

: Students' ability to laugh at themselves and to avoid jokes which obtain their humor at the expense of others (ethnic, racial, or sexist jokes).

: Students' respect for the viewpoints and values of others that may differ from their own.

: Students' awareness of their rights, duties, and responsibilities as members of a culturally pluralistic, nonsexist society. The student should realize that in democratic society an individual or a group may have to subjugate one's wishes to those of the majority, but never one's basic rights. There should be also an awareness that in a majority rule democracy, the rights of identifiable minority groups must be stringently protected.

: Student understanding of basic human relations concepts such as: culture, ethnicity, race, stereotype, prejudice, discrimination, assimilation, ethnocentrism, migration-immigration, racism, sexism, values, etc.

: Student awareness of nonverbal communication and its effects (actions speak louder than words). The student should utilize pantomine techniques to show how attitudes can be conveyed without speaking.

: Students' understanding of the origins, the causes, and the effects of prejudice and discrimination. They should be aware of the way in which prejudice is transmitted from one generation to another and its tremendous cost to society.

: Student ability to research and report on the problems of a specific group that has been discriminated against in the United States. It should be a group to which the student does not belong.

: Student ability to role play social situations involving personal or intergroup conflict.

: Student ability to recognize ethnocentrism in descriptions of other cultures or groups.

: Student ability to do a comparative analysis of the experiences of European and minority ethnic groups.

The above student objectives are not meant to be a comprehensive list, and they should be adapted to the particular community involved. The objectives should not be limited to social studies and history, but should be interdisciplinary in nature.

It is important to remember that the most effective way to influence students is to provide a model educational system which recognizes individual and group rights and differences and provides for due process in the settling of individual and group disputes whether they involve staff members, parents, or students.

To develop an effective multicultural, nonsexist curriculum program, a school district must develop a coordinated system-wide implementation process and assign responsibility and authority for their completion to appropriate persons.

The following sample implementation process provides a general outline which may be useful in determining objectives and activities. Of course, any such process must be adapted to specific local needs.

Before implementation of the program a number of administrative decisions should be made: (1) What authority and responsibility should be delegated and to whom should it be delegated? (2) What specific process will be utilized to accomplish the goals?; (3) What are realistic time lines for achieving the objectives?

Decisions related to the delegation of authority may be the most crucial ones made. Chief administrative officers must return responsibility for monitoring although many of the work activities should and must be delegated to the appropriate staff members.

Goal: To have developed and implemented a district wide multicultural, nonsexist curriculum program by

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Objective: 1.0 Development of a multicultural, nonsexist education policy statement and the communication of that policy to all affected community members.

Work Activities

1.1 Board and administrative review of federal and state laws, rules, and guidelines related to equal education opportunity, cultural diversity, and sex role stereotyping. Any existing local policies should also be reviewed.

1.2 Development and board adoption of a local district policy statement of nondiscrimination on the basis of race and sex, showing a commitment to a multicultural, nonsexist curriculum.

1.3 Plan and prepare process and materials for notifying staff, students, parents, and community members of the local policy, as well as significant federal and state laws and guidelines.

1.4 Disseminate memoranda or other written notification of policy to students, employees, parents, and community members.

1.5 Prepare directive insuring continuing inclusion of policy statement in district course or program announcements, district handbooks and bulletins, application forms, registration recruitment materials.

Objective: 2.0 To delegate authority to the appropriate employee(s) to coordinate and monitor activities necessary for the implementation of a multicultural, nonsexist education program.

Work Activities

2.1 Prepare a job description listing the responsibilities of the designated employee(s).

ORGANIZATIONAL OUTLINE

If the respect and appreciation for cultural and racial diversity is to emerge it cannot be left to chance. It must be planned.

2.2 Develop a list of qualifications the person(s) should have to successfully carry out the responsibilities.
2.3 Select person(s) for coordinating program activities.
2.4 Notify students, employees, parents, and the community at large who has been designated and how they can be contacted.
2.5 Establish a schedule for regular reporting of activities and progress to the superintendent by the designated person(s).

Objective: 3.0 To appoint and develop operating bylaws for the multicultural, nonsexist advisory committee.

Work Activities

3.1 Prepare a list of community groups that should be represented on the committee.
3.2 Appoint members of the committee.
3.3 Develop written task description for dissemination to the advisory committee members.
3.4 Develop written bylaws governing the mode of operation of the committee.
3.5 Plan and implement an orientation program for advisory committee members.

Objective: 4.0 To develop and publicize a grievance procedure for students, employees, and parents.

Work Activities

4.1 Review existing grievance procedures for students and employees.
4.2 Establish criteria for the development of a grievance procedure.
4.3 Disseminate information on the grievance procedure to employees, students, and parents.
4.4 Develop a grievance reporting system that provides for classification and documentation of grievances and their resolutions
4.5 Implement grievance procedure.
4.6 Set up regular grievance analysis procedures so that possible problem areas can be identified.
4.7 Set up system for reporting all grievances to the superintendent and the board.

Objective: 5.0 To develop and implement an institutional self-evaluation with purpose of identifying areas where changes are necessary.

Work Activities

5.1 Specify areas to be included in the self-evaluation – employment, access to courses, guidance procedures, instructional materials and curriculum content, athletic and extra curricular activities, and treatment of students.
5.2 Develop a self-evaluation plan which includes clarification of required procedures, involvement of the appropriate staff members in the various areas, and time lines for submission of evaluation reports.
5.3 Collect data submitted and review to see where remedial activities are necessary to insure a multicultural, nonsexist approach.
5.4 Keep records of the various evaluation reports.

Objective: 6.0 To develop a written multicultural, nonsexist education plan.

Work Activities

6.1 "Prioritize" the needs that have been identified in the self-evaluation process.
6.2 Determine objectives, activities, and target dates for implementation in each of the areas where there is a determined need.
6.3 Provide technical assistance and in-service necessary for the staff to implement the program.

Objective: 7.0 Implementation of multicultural, nonsexist education plan.

Work Activities

7.1 Make staff responsibilities clear for all activities.
7.2 Set up system for regular progress reports to the administration.
7.3 Keep records of all activities undertaken as part of the multicultural, nonsexist education plan.

Objective: 8.0 Ongoing evaluation of the multicultural, nonsexist education plan.

Work Activities

8.1 Review activities to see whether they are on schedule with assigned target dates for completion.
8.2 Review activities for effectiveness and make recommendations for changes or new thrusts.
8.3 Provide for periodical reviews so that changing conditions or factors in the school district can be provided for when they arise.

When the policy statement has been developed and the advisory committee has been formed, the next step would be a general evaluation of present program and assessment of future needs in relation to multicultural, nonsexist education. Such an evaluation and needs assessment should include such areas as board policies, administrative procedure, employment practices, teaching strategies, curriculum content, instructional materials, extracurricular programs, and community involvement. The advisory committee should be involved in this needs assessment. There should be women as well as men and minority individuals involved wherever possible.

The following check list is designed to assist local education agencies in conducting an effective institutional self-evaluation to insure a quality multicultural, nonsexist education program. After implementing the self-evaluation, an action plan for improving those areas where needs are discovered should be developed. Because it is difficult to answer many of the questions with a simple "Yes" or "No," it is recommended the district rate itself on a continuum of 1 to 5. (1 being "Yes" - the district is doing a good job in this area, and 5 being a definite "No" - the district is doing poorly in this area.) This method will help the local district establish priorities when developing a written plan of action.

SELF-EVALUATION

Good human relations in the classroom means that administrators, teachers, and students understand, accept, and respect each other as individuals, sharing similarities and enriched by differences.

A. SCHOOL BOARD

1. Does the method of selecting school board members (election or appointment) provide equal opportunity for selection to all individuals regardless of sex, race, or socioeconomic status?	1 2 3 4 5
2. Do the official or unofficial qualifications required to become a candidate for the school board provide equal access to all potential candidates regardless of sex, race, or socioeconomic status?	1 2 3 4 5
3. Is the composition of the present school board representative of the district population? (In regard to sex, race, religion, or ethnic background and socioeconomic status?)	1 2 3 4 5
4. Does the local board have an officially adopted policy statement of nondiscrimination in employment, student treatment, and educational program on the basis of race, sex, physical disability, creed, and national origin?	1 2 3 4 5
5. Does the local school board have an affirmative action employment plan regarding the employment of racial minorities, women, and the physically disabled?	1 2 3 4 5
6. Has the local board appointed an advisory committee on multicultural, nonsexist education and solicited input from the committee?	1 2 3 4 5

7. Have board members, or the board as a whole, participated in workshops, seminars, or institutes dealing with interpersonal relations, intergroup relations, and sex role stereotyping? 1 2 3 4 5
8. Has the board authorized a plan and a program for making the curriculum content and instructional materials representative of the cultural diversity found in our society and the roles open to both men and women in today's world? 1 2 3 4 5
9. Are the places and sites for board meetings publicly announced and is the time selected for board meetings conducive to maximum public attendance? 1 2 3 4 5
10. Has anything been done to encourage board meeting attendance of groups who tend not to attend board meetings? 1 2 3 4 5
11. Are board members encouraged to visit individual schools so they can develop an awareness for educational issues? 1 2 3 4 5
12. Are minutes of school board meetings readily available to any community member that would like to see them? 1 2 3 4 5
13. Have employees, students, parents, and community members been publicly notified about the school board nondiscrimination policy statements? 1 2 3 4 5
14. Have procedures been developed for ensuring continuing publication of the nondiscrimination policy statement in course announcements, bulletins, application forms, recruitment materials, student handbooks, and school district newsletters? 1 2 3 4 5
15. Has the school board authorized the administration to designate an employee of the district who has responsibility for coordinating activities related to the multicultural, nonsexist education program? 1 2 3 4 5
16. Has the school board adopted and publicized a grievance procedure for dealing with complaints of employees, students, and parents? 1 2 3 4 5

B. CENTRAL OFFICE STAFF

1. Is the composition of the central office administrative staff as well as the total administrative staff representative of the district population on the basis of sex, race, or ethnic background? 1 2 3 4 5
2. Has a policy statement been issued which affirms the right of all individuals to employment and the conditions and benefits thereof without regard to race, sex, or physical disability? 1 2 3 4 5
3. Have all employees and potential employees been notified of this policy? 1 2 3 4 5
4. Are all employment decisions made in a nondiscriminatory manner? (Not on the basis of race, sex, or age.) 1 2 3 4 5
5. When there are several job candidates with similar backgrounds and competencies, are attempts made to hire the individual who will provide greater balance to the staff either on the basis of race, sex, or age? 1 2 3 4 5
6. Is there an affirmative effort to recruit job applicants from among those groups (race, sex, age) underrepresented in the present staff? 1 2 3 4 5
7. Are all decisions regarding transfer, referral promotion, retention or dismissal of professional and nonprofessional staff made without regard to sex, race, or age? 1 2 3 4 5
8. Are all contracts and collective bargaining agreements free from provisions which treat employees differently on the basis of sex or race? 1 2 3 4 5
9. Do all individuals (regardless of race or sex) performing the same or similar duties receive equivalent salaries? 1 2 3 4 5
10. Is there a standardized job announcement procedure, job application form, and candidate interview process which is applied whenever a position opens up within the school district? 1 2 3 4 5
11. Has there been a review of hiring procedures to insure that hiring decisions are based on criteria that can be shown to be job related? 1 2 3 4 5
12. Is there a written job description for every position the school district recruits for? 1 2 3 4 5
13. Are all fringe benefits – medical, hospital, or life insurance; retirement or profit sharing policies or plans – provided equally without regard to sex or race? 1 2 3 4 5
14. Do preemployment inquiries (application forms, interviews) avoid reference to the potential or actual marital, parental, or family status of the applicant? 1 2 3 4 5
15. Are employees of both sexes and varied races found scattered throughout the various job classifications, sections, or grades? 1 2 3 4 5
16. Are training, internships, staff development opportunities, tuition 1 2 3 4 5

grants, or other compensation designed to prepare employees for advancement equally available to males and females (majority and minority group members) **unless** they are designed to eliminate underrepresentation of members of one sex or race?

17. Are promotion policies well publicized and consistently implemented with all staff members? 1 2 3 4 5
18. Has the burden involved in desegregating schools, classes, and activities on the basis of sex or race been equally shared by both sexes, both majority and minority group members? 1 2 3 4 5
19. Are pregnancy and related conditions treated as any other temporary disability for purposes of leave, seniority, and other employment benefits? 1 2 3 4 5
20. Are graduation requirements the same for males and females: minority and majority group members? 1 2 3 4 5
21. Has the central office issued a directive to all buildings which affirms the right of every student of access to all courses without regard to race or sex? 1 2 3 4 5
22. Do the student handbooks make it clear that all courses are open to students of both sexes . . . . all races? 1 2 3 4 5
23. Is the generic "he" or "she" avoided in favor of such terms as "students" in course descriptions, handbooks, and curriculum guides? 1 2 3 4 5
24. Have forms, procedures, and time lines for self-evaluation of building programs been disseminated to all building administrators? 1 2 3 4 5
25. Have district physical education requirements been reviewed where necessary to ensure that they are the same for males and females? 1 2 3 4 5
26. Are physical education classes and activities integrated on the basis of sex with the exception of those activities, the prime purpose of which is physical contact? 1 2 3 4 5
27. Has a directive gone out to all physical education staff on the requirements of the law regarding equal educational opportunities? 1 2 3 4 5
28. Has a central office issued directives affirming the rights of all students (male-female, majority-minority) the access to all vocational education courses (home economics, industrial arts, etc.) 1 2 3 4 5
29. Have all building administrators been asked to submit plans for integrating vocational classes (home economics, industrial arts, etc.) on the basis of sex and/or race? 1 2 3 4 5
30. Has a central office directive been issued which affirms the right of every student to counseling without regard to race, socioeconomic status, and sex? 1 2 3 4 5
31. Have guidance and counseling personnel been directed to review their policies and practices, counseling instruments, and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5
32. Have career interest inventories and other testing instruments which differentiate students on the basis of sex been eliminated? 1 2 3 4 5
33. Are all counseling services provided in the same manner to males and females . . . . majority and minority group students? 1 2 3 4 5
34. Do all descriptive materials relating to guidance and counseling services make clear that the services are available to every student regardless of race or sex? 1 2 3 4 5
35. Do all manuals or procedural documents outlining the responsibilities of counselors clearly state that counseling is to be provided without discrimination on the basis of race or sex? 1 2 3 4 5
36. Do all counselors make class assignments without regard to sex or race? 1 2 3 4 5
37. Has a directive been issued to all staff which affirms the right of all students to equal treatment (aid, benefits, services, and application of rules and regulations) without regard to race or sex? 1 2 3 4 5
38. Have all agency policies and materials pertaining to student health services and programs been reviewed and modified where necessary to ensure against discrimination on the basis of race and sex? 1 2 3 4 5
39. Have all agency policies, statements, or contractual agreements regarding employment assistance to students, whether provided by the district or an outside agency, been reviewed to ensure equal opportunity on the basis of race and sex? 1 2 3 4 5
40. Have all the local school district-administered honors, awards, and scholarships been reviewed for possible discrimination on the basis of race and/or sex? 1 2 3 4 5

41. Do all district policies pertaining to student use of district facilities provide equal access to female and male students (majority and minority students)? 1 2 3 4 5

42. Do district policies regarding the behavior of students and the penalties or punishments imposed for student violations distinguish in any way between males and females . . . . majority and minority students? 1 2 3 4 5

43. Have all dress codes been reviewed and modified to eliminate discrimination on the basis of sex and race? 1 2 3 4 5

44. Are all rules related to student marital status applied equally to male and female students? 1 2 3 4 5

45. Are pregnant students provided access to all schools, educational services, programs and services provided to nonpregnant students? 1 2 3 4 5

46. When special programs are provided for pregnant students, are these programs voluntary in nature? 1 2 3 4 5

47. Are these special programs provided for pregnant students comparable in curriculum to those provided nonpregnant students? 1 2 3 4 5

48. Is a student pregnancy treated the same as any other physical disability? 1 2 3 4 5

49. Do existing athletic programs and activities – interscholastic, intramural, and clubs – meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5

50. Are all athletic programs provided on a sex–race integrated basis with the exception of sex integration in those sports the primary purpose of which is physical contact? 1 2 3 4 5

51. Where either coeducational or legally sex segregated teams are provided has a determination been made that the teams best accommodate the interest and abilities of both sexes? 1 2 3 4 5

52. If a team in a noncontact sport is operated or sponsored for members of one sex with no team in that sport operated or sponsored for members of the other sex, are members of the excluded sex allowed to try out for that team if overall athletic opportunities for members of the excluded sex have previously been limited? 1 2 3 4 5

53. If an intramural, club, or interscholastic sport provided only in a single sex-separated team – including sports which involve bodily contact or those for which team selection is based on competive skill – is of interest to a sufficient number of students of the excluded sex to form a separate team, is such a team provided when opportunities for the excluded sex have previously been limited? 1 2 3 4 5

54. Is equal opportunity for athletic participation provided to both males and females (majority and minority students)? 1 2 3 4 5

55. Are funds allocated to provide equal athletic opportunities to members of both sexes? 1 2 3 4 5

56. Do both sexes (majority-minority students) receive recognition for athletic participation and/or athletic excellence? 1 2 3 4 5

57. Are both males and females eligible to receive coaching, instruction, training or other supervision (except in locker rooms) from persons of the opposite sex? 1 2 3 4 5

58. Is compensation to all athletic personnel equal for comparable jobs? 1 2 3 4 5

59. Is nonathletic financial assistance awarded without discrimination on the basis of race or sex in amount, type, or criteria for eligibility? 1 2 3 4 5

60. Are all schools in your district less than 25 per cent minority or less than 80 per cent male or female? 1 2 3 4 5

61. Have criteria been established for selection of instructional materials in all subject areas and grade levels to insure that they are representative of the racial and cultural diversity in our society as well as the roles open to both men and women in today's world? 1 2 3 4 5

62. Has the district developed a plan for providing special assistance (bilingual instruction or English as a Second Language) to students with limited English speaking talents? 1 2 3 4 5

63. Is the student enrollment (race and sex) in various special education programs (EMD, TMD, handicapped, gifted and talented, etc.) representative of the total district population? 1 2 3 4 5

C. BUILDING ADMINISTRATORS AND SUPERVISORS

1. Have you disseminated information on the State Multicultural, Nonsexist Curriculum Guidelines; State and Federal Equal Educational Opportunity legislation (Title IX of the 1972 Education Amendments and Title VI of 1 2 3 4 5

the Civil Rights Act) to all members of your staff?

2. Is the make up of your staff representative of the school district population? (In regard to race, sex and other characteristics?) 1 2 3 4 5
3. Have you prepared and disseminated a directive to all staff members affirming a student's right to access to all courses regardless of sex or race? 1 2 3 4 5
4. Are all classes in your school less than 80 per cent one sex . . . . and less than 25 per cent minority? 1 2 3 4 5
5. Have you planned in-service activities on interpersonal communications, intergroup relations, sex role stereotyping and multicultural curriculum? 1 2 3 4 5
6. Have you authorized a study of the curriculum content and instructional materials utilized in your building to insure that they are representative of the racial and cultural diversity in the country and the roles open to both men and women in our society? 1 2 3 4 5
7. Have you taken affirmative action to provide a balanced staff in terms of sex, age, and race? 1 2 3 4 5
8. Have you requested that all building staff submit information concerning instances of sex, race, or other discrimination that they may identify in employment, student treatment, and the school program? 1 2 3 4 5
9. Have you asked the various department heads to review their individual programs for evidence of possible discrimination on the basis of race or sex? 1 2 3 4 5
10. Have you made your staff members and students aware of the grievance procedures which have been adopted by the local district? 1 2 3 4 5
11. Have you reviewed all course enrollments by race and sex and are you able to assure that course enrollments that are disproportionate are not due to school policies or counseling procedures? 1 2 3 4 5
12. Have all staff members been notified as to whom in the district has responsibilities for coordinating Title IX and multicultural curriculum activities? 1 2 3 4 5
13. Are the criteria you utilize in making decisions on hiring, promotion, transfer, and dismissal strictly related to the job description and are decisions made without regard to sex, race, age, etc.? 1 2 3 4 5
14. Do you have a planned interview format for interviewing prospective employees which does not include questions about marital or parental status and other not job related areas? 1 2 3 4 5
15. Are promotion policies well publicized and consistently implemented with all staff members in your building? 1 2 3 4 5
16. Are pregnancy and related conditions of both students and employees treated the same as any other temporary disability? 1 2 3 4 5
17. Do student handbooks make it clear that in your building all courses and extracurricular activities are open to all students regardless of race or sex? 1 2 3 4 5
18. Has the generic "he" or "she" been avoided in favor of such terms as students in all documents coming out of the building office? 1 2 3 4 5
19. Have you discussed the implications of Title IX with all physical education personnel in your building and authorized them to develop a plan for integrating all activities on the basis of sex and race? 1 2 3 4 5
20. Have students been notified that all physical education classes will be open to students regardless of sex or race? 1 2 3 4 5
21. Have you sent a directive to all staff involved with vocational education classes (home economics, industrial arts, business, etc.) affirming the rights of student access regardless of race or sex; and have you authorized staff to devise a plan for integrating those courses? 1 2 3 4 5
22. Have students been informed that all vocational courses are open to all students regardless of sex and race? 1 2 3 4 5
23. Has a directive gone out to all guidance and counseling personnel which affirms the right of every student to counseling without regard to sex, race, socioeconomic status, etc.? 1 2 3 4 5
24. Have guidance and counseling personnel been directed to review their policies, practices, counseling instruments and materials for possible discrimination on the basis of race or sex? 1 2 3 4 5
25. Are staff and student counseling assignments made without regard for sex, race, etc.? 1 2 3 4 5
26. Have counselors in your building received information regarding the nondiscriminatory use and interpretation of tests and counseling 1 2 3 4 5

instruments?

27. Have building policies been reviewed to assure that all students regardless of race, sex, or marital status receive equal treatment (aid, benefits, services) and equal application of various rules and regulations? 1 2 3 4 5
28. Have you reviewed your school's policies and programs related to student honors and awards to ensure that there is no discrimination on the basis of sex and race? 1 2 3 4 5
29. Have you reviewed extracurricular policies, programs, and activities to see if they are open to all students regardless of race or sex? 1 2 3 4 5
30. Have you done a review of enrollments in all special education programs (EMD, TMD, handicapped, gifted and talented, etc.) by race and sex? 1 2 3 4 5
31. Do all students regardless of sex or race have equal access to the use of school facilities? 1 2 3 4 5
32. Are pregnant students provided access to all educational programs and activities provided for nonpregnant students? 1 2 3 4 5
33. Are all rules related to marital status applied equally to male and female students? 1 2 3 4 5
34. If homebound services are provided for students with medical disabilities, are they equally available to pregnant students for reasons of medical disability? 1 2 3 4 5
35. Is medical certification for leave of absence for continued participation in, or for exemption from school activities due to pregnancy handled in the same manner as for any other medical disability? 1 2 3 4 5
36. Do existing athletic programs and activities offered in your building (interscholastic, intramural, and club) meet the interests and levels of ability of all students (male-female, majority-minority)? 1 2 3 4 5
37. Are all athletic programs provided on a sex – race integrated basis with exception of sex integration in those sports, the primary purpose of which is physical contact? 1 2 3 4 5
38. Is equal opportunity for athletic participation and athletic benefits provided to all students regardless of sex or race? 1 2 3 4 5
39. Are athletic funds allocated in such a way as to provide equal opportunity for athletic competition to all students regardless of sex and race? 1 2 3 4 5
40. Where either coeducational or legally sex segregated teams are provided, has a determination been made that the teams best accommodate the interests and abilities of both sexes? 1 2 3 4 5
41. If sex separated teams are provided for particular sports, do male and female teams have seasons comparable in length and number of opportunities to complete? 1 2 3 4 5
42. Do males and females (majority and minority) receive equal recognition for athletic participation and/or excellence? 1 2 3 4 5
43. Are personnel assigned to coaching, instructional training, or supervisory responsibilities (with the exception of locker rooms) without regard to sex or race? 1 2 3 4 5
44. Is the compensation for male and female athletic personnel equal for comparative jobs? 1 2 3 4 5
45. Have you issued a directive to all athletic (interscholastic – intramural) personnel asserting the right of all students to access to athletic programs? 1 2 3 4 5
46. Have you directed athletic personnel to submit plans of action for providing equal athletic opportunity to all students regardless of race or sex? 1 2 3 4 5
47. Has a policy directive been sent to all staff with responsibility for the selection of students for financial aid regarding equal access to such aid for all students regardless of race or sex? 1 2 3 4 5
48. Have you notified all organizations or individuals providing funds administered by the school of the school's obligation to provide financial assistance without regard to sex or race? 1 2 3 4 5
49. Are you providing assistance (English as a Second language, bilingual assistance, tutoring) to those students in your building that have limited English speaking talents? 1 2 3 4 5

D. CLASSROOM INSTRUCTORS, COUNSELORS, COACHES AND OTHER PERSONNEL

1. Is the enrollment in your classes representative of the district population in terms of sex and race? 1 2 3 4 5
2. Are you aware of the requirements of Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments dealing with race and sex discrimination? 1 2 3 4 5
3. Are you familiar with the guidelines on 1 2 3 4 5

multicultural, nonsexist curriculum in Iowa schools?

4. Do you know the individual in your district who has responsibility for coordinating activities related to Title IX and the multicultural, nonsexist curriculum guidelines? 1 2 3 4 5
5. Are you aware of the grievance procedure in your district through which parents, students, employees can register complaints of sex or race discrimination? 1 2 3 4 5
6. Do you know who serves on the multicultural, nonsexist advisory committee in your district? 1 2 3 4 5
7. Have you received in-service training in the areas of basic interpersonal communications, intergroup relations, and sex role stereotyping in the classroom? 1 2 3 4 5
8. Have you reviewed the instructional materials you utilize to see if they are representative of the racial and cultural diversity in the United States as well as the roles open to both men and women? 1 2 3 4 5
9. Do all announcements or descriptions of the courses you teach make it clear that enrollment is open to all students regardless of race or sex? 1 2 3 4 5
10. Do the titles of any courses you teach imply that the courses are aimed at one sex or a particular racial group? 1 2 3 4 5
11. Have you notified the administration of any discrimination in employment practices either on the basis of sex or race that you have noticed? 1 2 3 4 5
12. Are all the classes that you teach less than 25 per cent minority? Less than 80 per cent one sex? 1 2 3 4 5
13. Do you utilize grading standards which are consistently applied to all students regardless of race or sex? 1 2 3 4 5
14. Have you made it clear that all students regardless of sex or race have equal access to your courses? 1 2 3 4 5
15. Have you reviewed the curriculum content and structure of your courses to insure that they are free of sexist or cultural bias? 1 2 3 4 5

Physical Education

16. Is enrollment in all your physical education classes open to all students regardless of race or sex? 1 2 3 4 5
17. Is participation in all physical education activities with the exception of those the prime purpose of which is physical contact, integrated on the basis of sex? 1 2 3 4 5
18. Have you made it clear to all students that they have access to all physical education classes or sections regardless of race or sex? 1 2 3 4 5
19. Have your physical education requirements been reviewed to ensure that they are the same for males and females? 1 2 3 4 5
20. Where you use ability grouping in physical education classes is the grouping done regardless of race or sex? 1 2 3 4 5
21. Are the criteria you use for measurement of progress in physical education courses or activities explicit and free from adverse effects upon students of one sex or race? 1 2 3 4 5
22. Are the activities in your physical education classes diversified for achieving the range of physical education program goals and not concentrated on contact sports? 1 2 3 4 5
23. Where segregation exists in your physical education classes, have you taken affirmative steps to eliminate it regardless of its causes? 1 2 3 4 5
24. Have you reviewed your physical education courses to ensure that your activities are not sex typed as well as to emphasize multicultural aspects of activities (origin, etc.)? 1 2 3 4 5

Vocational Education

25. Are all your vocation or career oriented courses (industrial arts, home economics, business courses, etc.) open to all students regardless of race or sex? 1 2 3 4 5
26. Have you made it clear to students either by course announcements or descriptions that all students regardless of sex or race are welcome in all your vocational or career oriented courses? 1 2 3 4 5
27. Have your requirements in the area of vocational or career oriented courses been reviewed to insure that they are the same for all students regardless of race and sex? 1 2 3 4 5
28. Has the curriculum content and instructional materials utilized in your vocational or career oriented courses been reviewed for elements of sexist and racial bias? 1 2 3 4 5
29. Are all vocational and career oriented course titles and descriptions gender free? 1 2 3 4 5
30. Have you reviewed enrollments in your vocational and career oriented courses 1 2 3 4 5

to see if they are representative on the basis of sex or race?

31. Are instructional materials in vocation and career oriented courses multiracial in nature? 1 2 3 4 5
32. Is curriculum content in vocation and career oriented courses multicultural in nature (emphasis on home economics which deals with many culture oriented factors)? 1 2 3 4 5

Guidance and Counseling

33. Have you reviewed your guidance and counseling programs and practices to ensure that students have access to counseling without regard to their sex, race, or socioeconomic status? 1 2 3 4 5
34. Have you eliminated career interest inventories and other counseling materials or tests which differentiate between students on the basis of sex or race? 1 2 3 4 5
35. Do you make course assignments without regard to sex or race? 1 2 3 4 5
36. Are all students encouraged to consider all programs of study and to select courses on the basis of their individual interests and abilities? 1 2 3 4 5
37. Are all materials you utilize in academic, career, or personal counseling contacts or programs free from implications in either text, language, or photographs, that certain academic career or personal choices are more appropriate or "realistic" for students of one sex, race, or socioeconomic status? 1 2 3 4 5
38. In courses where minority students make up more than 20 per cent or one sex makes up more than 80 per cent of the total enrollment, have procedures been specified that ensure that counseling policies, procedures, and programs are not a contributing cause? 1 2 3 4 5
39. Have you familiarized yourself with the implications of Title IX of the 1972 Education Amendments and Title VI of the 1964 Civil Rights Act for nondiscrimination in the counseling process? 1 2 3 4 5
40. Have you reviewed records of your past counseling contacts by sex of student, race of student, source of initiation, and nature of contact to identify possible evidence of sex or race bias in the provision of counseling services? 1 2 3 4 5
41. Have you submitted to your building administrator or supervisor information concerning instances of sex or race discrimination in guidance and counseling practices or materials? 1 2 3 4 5
42. Do your guidance and counseling services foster positive home/school relationships and contacts between parents and staff regardless of the race, sex, or socioeconomic status of the student? 1 2 3 4 5

43. Are eligibility requirements for all student aid, benefits, and services you administer identical for male and female students (majority – minority students)? 1 2 3 4 5
44. Is the nature, quality, and quantity of aid, benefits, and services provided identical for male and female students, (majority and minority students)? 1 2 3 4 5
45. Have all organizations or individuals who provide aid, benefits, or services to students with sponsorship of the district submitted assurances of nondiscrimination on the basis of race or sex? 1 2 3 4 5
46. Are all medical, hospital, accident and life insurance policies or plans provided equally to all students without differentiation in coverage, benefits, or eligibility on the basis of race or sex? 1 2 3 4 5
47. In work-study programs you administer, are employment and job placement assistance provided without regard to sex and race? 1 2 3 4 5
48. Are prizes, honors, and awards conferred upon students without differentiation on the basis of sex or race? 1 2 3 4 5
49. Is all participation in extracurricular activities open equally to students regardless of sex or race? 1 2 3 4 5
50. Are all participants in extracurricular activities treated equally regardless of race or sex? 1 2 3 4 5
51. Are all school facilities equally available for use by students regardless of race or sex? 1 2 3 4 5
52. Are toilet, locker room, and shower facilities provided in comparable numbers and conditions to students of each sex? 1 2 3 4 5
53. Are your rules and regulations regarding behavior of students the same for all students regardless of sex or race? 1 2 3 4 5
54. Are standards you employed for determining compliance with these 1 2 3 4 5

rules the same for males and females (majority and minority students)?

55. Are rules and regulations concerning student appearance (attire, hair length, etc.) the same for males and females? Majority and minority students? 1 2 3 4 5

56. Do existing athletic programs and activities which you coach or supervise (interscholastic, intramural, club) meet the interest and ability of both male and female (majority and minority) students? 1 2 3 4 5

Coaches

57. Are all your athletic programs conducted on a sex (race) integrated basis with the exception of sex integration if the activity involved is a contact sport (football, basketball, wrestling, boxing, ice hockey, rugby, and others whose main purpose is physical contact) and where the team involved is comprised of members selected on the basis of competitive skill? 1 2 3 4 5

58. If any athletic program covered under these two exemptions is conducted separately for males and females, has a determination been made that such separation most accommodates the interests and abilities of members of both sexes? 1 2 3 4 5

59. Where mixed sex or unitary teams are provided in noncontact sports, has a determination been made that such unitary teams most effectively accommodate the abilities of both sexes? 1 2 3 4 5

60. If a team in a noncontact sport is operated or sponsored for members of one sex with no team in that sport operated or sponsored for members of the other sex, are members of the excluded sex allowed to try out for that team if **overall** athletic opportunities for members of the excluded sex have previously been limited? 1 2 3 4 5

61. In an intramural, club, or interscholastic sport provided only in a single sex separated team – **including** sports which involve bodily contact or those for which team selection is based on competitive skill – of interest to a sufficient number of students of the excluded sex to form a **separate** team, is such a team provided when opportunities for the excluded sex have previously been limited? 1 2 3 4 5

62. Are all teams in noncontact sports, for which selection is based on interest rather than ability (such as intramural or club athletics), open to members of both sexes? 1 2 3 4 5

63. In sex separate teams are equipment, uniforms, and supplies provided on an equal basis? 1 2 3 4 5

64. Are travel and per diem allowance provisions equivalent for both boys and girls? 1 2 3 4 5

65. Are the salaries of both girls and boys team coaches equal? 1 2 3 4 5

66. Are locker rooms and practice facilities for boys and girls comparable? 1 2 3 4 5

67. Are athletic funds allocated as necessary to provide equal opportunity to members of both sexes? 1 2 3 4 5

68. Where separate sex teams are maintained, are regulations or policies governing each (such as those concerning scheduling, supervision, or criteria for eligibility, including medical examination and scholastic average) free from differentiation on the basis of sex? (Differences in game rules are not prohibited.) 1 2 3 4 5

69. If separate sex teams are maintained for a particular sport, do male and female teams have seasons of comparable length and number of opportunities to compete before an audience? 1 2 3 4 5

70. Do male and females receive equal recognition for athletic participation and/or athletic excellence? 1 2 3 4 5

71. Are both male and female students eligible to receive coaching, instruction, training or other supervision (except in locker rooms) from persons of the opposite sex? 1 2 3 4 5

72. Are personnel assigned coaching, instructional training, or supervisory responsibilities without regard to their sex or race or the sex or race of the students receiving the training? 1 2 3 4 5

73. Is the compensation of male and female athletic personnel equal for comparable jobs? 1 2 3 4 5

74. Are playground groups segregated on the basis of sex and race by regulation? If not, does such segregation exist? If so, has anything been done to encourage integrated playground activities? 1 2 3 4 5

Various Subject Areas

75. Does your history curriculum include 1 2 3 4 5

information on the contributions of minority groups, ethnic groups, and women to Iowa, the United States, and the world?

76. Does your history curriculum explore the multiple historical forces with their socioeconomic, political, and religious dimensions which have worked to the advantage or disadvantage of women, various ethnic groups, and minority groups? 1 2 3 4 5

77. Does the history curriculum analyze historical intergroup tension and struggle for women's rights from a culturally pluralistic (multicentric) and nonsexist point of view? 1 2 3 4 5

78. Does your social studies curriculum point out the multiple contemporary forces with their socioeconomic, political, and religious dimensions which are currently working to the advantage or disadvantage of various ethnic groups, racial groups, and women? 1 2 3 4 5

79. Does the social studies curriculum analyze contemporary intergroup conflict and changing sex roles objectively with the focus upon solving social and economic problems? 1 2 3 4 5

80. Does your social studies curriculum cause students to examine their own attitudes and behaviors and to comprehend their duties as members of a culturally pluralistic, nonsexist society? 1 2 3 4 5

81. Does your social studies curriculum deal with origins, the nature, and the negative effects of prejudice, discrimination, and stereotyping based on race, ethnicity, and sex? 1 2 3 4 5

82. Does your school district offer elective courses in minority studies, women's studies, or human relations at the secondary level? 1 2 3 4 5

83. Does your language arts program (reading, composition, literature) include the works of minority and female authors? 1 2 3 4 5

84. Does your language arts program deal with the concept of sexism and racism in language? 1 2 3 4 5

85. Does your music program include the works and music of minority and ethnic groups and women as well as men? 1 2 3 4 5

86. Does your music program include units on comparative music and intergroup musical appreciation? 1 2 3 4 5

87. Does your art curriculum include the styles and works of minority and female artists? 1 2 3 4 5

88. Does your art curriculum include units on comparative art and intergroup art appreciation? 1 2 3 4 5

89. Are the instructional materials utilized in your science program multicultural and nonsexist in nature? 1 2 3 4 5

90. Does your science curriculum include the contributions of minority persons and women, as well as examples familiar to these groups? 1 2 3 4 5

91. Are the instructional materials utilized in your mathematics program multicultural and nonsexist in nature? 1 2 3 4 5

92. Does your mathematics curriculum include the contributions of minority persons and women, as well as examples familiar to these groups? 1 2 3 4 5

APPENDIX

A Model Board Policy Statement

It is important that once a multicultural, nonsexist policy statement is adopted that it be publicized so that all people in the community are aware of it. A policy statement should be short and concise. The following suggested model should not be adopted verbatim but adapted to unique local situations. It is wise to discuss all proposed policy statements with the school district's legal advisor.

It is the policy of the _____ Community School not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

Inquiries regarding compliance with Title IX or Title VI may be directed to **(Designated Employee)** to **(Address and Phone Number)** or to the Director of the Region VII Office of Civil Rights, Department of Health, Education, and Welfare, Kansas City, Missouri.

Checklist to ensure compliance with policy notification requirement:

* Have you developed the nondiscrimination policy statement and distributed it for publication in:

local newspapers?	Yes ___	No ___
institutional or agency newspapers or publications?	Yes ___	No ___
student publications?	Yes ___	No ___
memoranda or other written notices to students?	Yes ___	No ___
memoranda or other written notices to parents (elementary or secondary)?	Yes ___	No ___
notices of labor organizations or groups holding professional agreements with the institution or agency?	Yes ___	No ___
notices to student and employee recruitment representatives?	Yes ___	No ___

* Have procedures been developed to ensure continuing publication of the policy in:

course announcements?	Yes ___	No ___
bulletins or catalogs?	Yes ___	No ___
application forms?	Yes ___	No ___
student recruitment materials?	Yes ___	No ___
employee recruitment materials?	Yes ___	No ___
student handbooks?	Yes ___	No ___
official policy statements?	Yes ___	No ___

* Has a policy directive been issued and procedures specified to ensure that all institutional or agency publications avoid textual or illustrative references to differential treatment on the basis of race and sex except as such treatment is permitted by the law? Yes ___ No ___

* Has a policy directive been issued and procedures specified to ensure that institutional or agency representatives have been informed of the policy of nondiscrimination on the basis of sex and race and are implementing it in carrying out their assigned responsibilities? Yes ___ No ___

A MODEL ADVISORY COMMITTEE OPERATING PROCEDURE

The following are the bylaws for the Multicultural, Nonsexist Advisory Committee for Iowa Independent School District No. _____ .

Consistent with the Iowa Department of Public Instruction Guidelines, the _____ School District has established a Multicultural, Nonsexist Advisory Committee. The Committee will function as described in the Guidelines on Multicultural, Nonsexist Education and those established as follows:

I. **Committee Composition**
   a. The membership shall consist of no less than _____ members and no more than _____ members.
   b. Committee members shall be appointed by the local school board.
   c. There shall be one member from each of the following minority groups represented in the school district's population: Afro-Americans, Native Americans, Spanish Surnamed Americans, and Asian Americans.
   d. There shall be equal numbers of male and female members.
   e. There shall be at least one student on the committee.
   f. There shall be three educators (teachers or administrators) on the committee representing the elementary school(s), the junior high school(s), and high school(s).
   g. There shall be attempts made to involve the members of various ethnic or religious groups in the district.
   h. A representative of the physically disabled or the elderly in the community shall also participate.
   i. A representative from the school board shall participate as an ex-officio member.

II. **Term of Membership**
   a. One-half of initial members to serve for one year.
   b. One-half of initial members to serve for two years.
   c. All additional appointees to serve for two years.

III. **Committee Operating Year**
   a. The committee will operate throughout the year January – December.

IV. **Committee Finances**
   a. Finances will consist of those expenditures authorized by the local board.

V. **Offices**
   a. The committee will elect the following officers: Chairperson, Vice-Chairperson, and Secretary.

VI. **Meetings**
   a. The committee will meet six times during the

year as follows: January, March, May, July, September, and November.

b. Additional meetings may be called by the chairperson with at least five days notice.
c. All meetings are open to the public.
d. Members in good standing shall attend at least four of the six regularly scheduled meetings.

VII. **Work Format**

a. Needs assessment of the school district related to multicultural, nonsexist education and equal educational opportunity.
b. "Prioritize" needs and objectives for the school district.
c. The committee shall appoint subcommittees with specific tasks. Every committee member should have specific responsibilities.
d. All decisions shall be made by majority vote.
e. _____ appointed members at any given meeting constitute a quorum.

VIII. **Reports**

a. The committee shall report semiannually to the local board of education regarding committee work and recommendations related to the planning, implementation, and evaluation of the multicultural, nonsexist education program.
b. The committee shall assist the administration in the development of progress reports to be submitted to the local board and the State Board of Public Instruction.
c. Submit additional reports as required by the state superintendent, the local school board, or the superintendent of schools.

A MODEL PLAN COMPONENT

After a self-evaluation and needs assessment have been completed, writing a plan is the next step. The State Guidelines recommend that a written plan include long range goals, short range objectives, written description of the activities planned to meet goals and objectives, priority of goals, and target date for completion of activity. Unless there is a written plan of action with target completion dates for activities, very little will be achieved. The following model component is included to demonstrate one possible format.

Statement of Problem: The needs assessment showed that the present social studies curriculum has no component which deals directly with contemporary intergroup relations or sex role stereotyping and which would cause students to seriously reflect on their attitudes in these areas. Peer group pressures have been a factor in reluctance of male and female students to sign up for nontraditional classes which they would really like to take.

Goal – Priority No. 3: To develop components on intergroup relations and sex role stereotyping to be integrated into the social studies program K-12 as well as to review the entire social studies curriculum to ensure that it supports positive intergroup relations and will serve to lessen stereotyping and prejudice on the basis of race and sex.

Objectives:	Activity:	Evaluation:
To identify social studies programs and materials which will meet the goals of the overall social studies program and deal with intergroup relations and sex role stereotyping as well.	The Social Studies Materials Adoption Committee will contact publishers and review available materials.	Committee will recommend new materials for adoption next year when new social studies textbook adoption is scheduled.
To identify classroom human relations activities which have been developed for classroom use.	Social studies chairpersons from various buildings will research area and develop a classroom component of human relation activities.	This classroom human relations resource unit will be presented to all social studies teachers in twelve months.

Objectives:	Activity:	Evaluation:
To provide in-service for all social studies teachers on affective teaching techniques.	District social studies coordinator will plan two, three hour in-service sessions for all Social Studies teachers during the next year.	All teachers will have been in-serviced by _____.
To develop a pre- and post attitude inventory to measure effectiveness of the human relation component of social studies curriculum.	The high school guidance counselor and social studies coordinator will work together to develop such an attitude inventory.	Attitude inventory will be ready for use in twelve months.

1.0 MULTICULTURAL, NONSEXIST CURRICULUM POLICIES, PLANS, AND REPORTS

1.1 The State Board of Public Instruction recommends that local boards of directors adopt a multicultural, nonsexist policy statement and proceed to develop and implement an educational plan based upon that policy statement. The plans should provide for instructional materials, teaching strategies and curriculum content in all subject areas, based upon the criteria outlined in these guidelines. The plan should include goals, priorities, activities, and target dates for grade levels pre-kindergarten through twelve based upon an appropriate needs assessment instrument.

1.2 Boards of directors are requested to submit a written progress report to the State Superintendent by December 1, 1976, which includes the policy statement adopted by the local board, the written plan being implemented, the stage of implementation reached, a list of the members of the advisory committee established and a description of related in-service training provided.

COMMENT: THE LOCAL SCHOOL BOARD IS THE OFFICIAL POLICY MAKING BODY IN A SCHOOL DISTRICT. MEMBERS OF THE BOARD ARE OFTEN INFLUENTIAL COMMUNITY LEADERS. THE LEADERSHIP AND SUPPORT OF THE BOARD IS NECESSARY IF FUNDAMENTAL CHANGE IN THE EDUCATIONAL PROCESS IS TO BE ACHIEVED. REPORTS TO THE STATE SUPERINTENDENT WILL ALLOW THE DEPARTMENT OF PUBLIC INSTRUCTION TO MONITOR THE EXTENT OF MULTI-CULTURAL CURRICULUM EFFORTS IN IOWA.

2.0 MULTIETHNIC, NONSEXIST ADVISORY COMMITTEE

2.1 Boards of directors should appoint an advisory committee to advise the board, the administration, and the staff on a continuing basis during the development, implementation, and evaluation of the multiethnic, nonsexist education plan. The advisory committee should be composed of equal numbers of men and women, no less than one representative of each minority group significantly represented in the district's population and a representative community cross-section including board members, administrators, teachers, students, parents, and lay public. In districts where no minority group population exists, it is recommended that minority group resource persons be utilized when possible.

2.2 The advisory committee should report no less than semiannually to the local board of directors. Such a report should include but not be limited to:

a. Recognition and reduction of ethnic, racial, and sexist stereotyping and bias in instructional materials.

b. In-service for professional staff in human relations and

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implementation of multiethnic, nonsexist curriculum programs.

c. Intercultural experiences for students.

d. Integration of content on minority groups, women, ethnic groups, and intergroup relations into the curriculum.

e. Use of regional resource people in the area of minority studies, ethnic studies, and women's studies.

f. Development of a collection of multiethnic, nonsexist resource materials for the staff and the students.

COMMENT: THE TREND IN EDUCATION TODAY IS TOWARD GREATER COMMUNITY INVOLVEMENT IN THE DECISION MAKING PROCESS. THE ADVISORY COMMITTEE PROVIDES THIS INVOLVEMENT AND ALSO PROVIDES FOR INPUT FROM WOMEN AND MINORITY GROUPS; TWO GROUPS WHICH ARE UNDERREPRESENTED IN SCHOOL ADMINISTRATIVE STAFFS. IT IS UNDERSTOOD THAT SOME IOWA SCHOOL DISTRICTS WHERE NO MINORITY GROUP MEMBERS RESIDE MAY BE UNABLE TO OBTAIN THE SERVICES OF A MINORITY RESOURCE PERSON.

3.0 ADOPTION OF INSTRUCTIONAL MATERIALS

3.1 Instructional materials adopted by boards of directors should be designed to foster respect for minority groups, women, and ethnic groups and shall represent realistically our pluralistic society, along with the roles and life styles open to both men and women in today's world. Materials should be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by minority groups, ethnic groups, and women.

3.2 Instructional materials and resources adopted for history and social studies should clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority groups, and ethnic groups. These materials and resources should present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

3.3 Instructional materials and resources adopted for history and social studies should be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, nonsexist society.

COMMENT: IT IS NOT INTENDED THAT SCHOOL DISTRICTS DISCARD MATERIALS THEY PRESENTLY UTILIZE IF THEY DO NOT MEET THE CRITERIA ESTABLISHED IN THESE GUIDELINES. IT IS INTENDED THAT SCHOOL DISTRICTS USE THESE CRITERIA WHEN ADOPTING NEW MATERIALS IN THE FUTURE. IT IS ALSO IMPORTANT THAT TEACHERS RECOGNIZE THE BIAS PRESENT IN SOME MATERIALS SO THAT THEY CAN POINT IT OUT TO THEIR STUDENTS.

4.0 CURRICULUM CONTENT

4.1 Curriculum in Iowa schools should be multiracial, multiethnic, and nonsexist. Its aim should be to reduce and eliminate stereotyping and bias on the basis of sex, race, or ethnicity.

4.2 History curriculum content, pre-kindergarten through twelve, should include information on the contributions of minority groups, ethnic groups, and women to Iowa, to the nation, and to the world. The multiple historical forces with their socioeconomic, political, and religious dimensions which have worked to the disadvantage or advantage of women, minority groups, and ethnic groups should be explored. The curriculum should analyze historical intergroup tension and conflict in the United States from a culturally pluralistic point of view.

4.3 Social studies curriculum, pre-kindergarten through twelve, should point out the multiple contemporary forces with their socioeconomic, political, and religious dimensions which are currently operating to the disadvantage or advantage of ethnic groups, women, and minority groups both nationally and internationally. The curriculum should analyze intergroup tension and conflict objectively and focus upon solving social and economic problems. Emphasis should be on motivating students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as citizens of a pluralistic, nonsexist society.

4.4 It is further recommended that secondary schools offer elective courses in women's studies and ethnic studies with emphasis on Native Americans, Spanish-Speaking Americans, Asian Americans, and Afro-Americans and women. Such courses might also deal with the basic concepts of human and intergroup relations.

COMMENT: EMPHASIS IS PLACED ON WOMEN AND THESE FOUR GROUPS THROUGHOUT THE GUIDELINES. THESE GROUPS ARE MORE READILY INDENTIFIABLE AND; THEREFORE, HAVE BEEN MORE SUSCEPTIBLE TO PREJUDICE, DISCRIMINATION, AND EXCLUSIONARY PRACTICES. THIS IS IN NO WAY MEANT TO INFER THAT OTHER ETHNIC GROUPS MAY NOT BE THE VICTIMS OF DISCRIMINATION. IN ADDITION TO MINORITY GROUPS AND WOMEN, A SCHOOL DISTRICT MAY CHOOSE

TO INCLUDE MATERIALS AND CONTENT ON OTHER ETHNIC GROUP(S) COMMON TO THE COMMUNITY.

4.5 Language arts, music, and art curricula should include the works of minority groups, women, and ethnic groups. These works should be presented in such a way as to foster intergroup appreciation and understanding.

4.6 Science, mathematics, and business related curricula should include the contributions of, and examples familiar to, women, minority groups, and ethnic groups. Where segregation exists in classroom enrollments on the basis of sex or race, positive efforts should be made to eliminate this segregation, regardless of its cause.

4.7 Domestic arts, industrial arts, health and physical education curricula should not be sex stereotyped. With the exception of sex education and contact activities in physical education there should be no segregation on the basis of sex. Where such segregation exists, positive efforts should be made to eliminate it, regardless of its cause. The contributions of, and examples familiar to women, minority groups, and ethnic groups should be utilized.

5.0 BILINGUAL-BICULTURAL EDUCATION PROGRAMS

5.1 The State Board of Public Instruction recognizes that:

a. There are significant numbers of children in Iowa with limited English-speaking fluency.

b. Most of these children have a cultural heritage which differs from that of an English-speaking person.

c. The primary means by which a child learns is through the use of such child's language and cultural heritage.

d. Significant numbers of children with limited English-speaking fluency have needs that can be met by the use of bilingual educational methods.

e. In addition, children with limited English-speaking fluency benefit through the fullest utilization of multiple language and cultural resources.

It is recommended that local school districts, administering attendance centers with children of limited English-speaking fluency, develop and implement continuing bilingual-bicultural education programs and transitional bilingual educational programs in accordance with the following guidelines:

5.2 In a district where there are twenty or more students with limited English-speaking fluency, a continuing bilingual-bicultural educational program should be provided by the district.

5.3 In a district where there are students with limited English-speaking fluency and the number of such students is less than twenty, a transitional program should be provided by the district for those students.

5.4 A student removed from the regular classroom should spend at least 20 per cent and not more than 50 per cent of his/her total classroom time in the bilingual program.

5.5 Students enrolled in a program of bilingual-bicultural education and transitional bilingual education should be placed in classes with students of approximately the same age and be provided with instruction which is appropriate for his or her level of educational attainment.

5.6 It is recommended that, whenever possible, English-speaking children should be included in bilingual programs on a voluntary basis.

5.7 The bilingual-bicultural program should be developed in consultation with parents of children with limited English-speaking fluency, community resource people, consultants, teachers, and where applicable, secondary students.

6.0 SPECIAL EDUCATION PROGRAMS

6.1 Local district boards of directors should initiate a review of their policies for assigning students to, and evaluating special education programs, when:

a. The percentage of minority students in the specific program exceeds the percentage of minority students district wide by 15 per cent or more.

b. No minority students are enrolled in specific programs in districts where the minority enrollment is 5 per cent or greater.

6.2 Such a review should include:

a. Teacher referral practices.

b. Testing practices.

c. Interpretation of tests.

d. Counseling practices.

e. Re-examination patterns.

f. Nature of tests utilized.

g. Intercultural awareness of the examiner.

6.3 If the conditions described in 6.1 are existent one year after such a review is made, the local district will be asked to submit a written report which explains why the condition still exists.

7.0 GUIDANCE AND COUNSELING

7.1 Guidance counselors and other school personnel

should be encouraged to utilize those materials and resources which will present to the students a broad spectrum of educational and career opportunities. Sex, race, ethnicity, religion, or socioeconomic status should not be considered as limiting factors in educational, career, and personal counseling.

7.2 Career information materials, used to recruit students for employment, further education, and job training should portray racial minorities and both sexes as well as majority group members.

7.3 Educational and career information should place emphasis on opportunities, interests, skills and abilities of individual students and should not make generalized assumptions about students based on their race, sex, ethnicity, religion, or socioeconomic status.

7.4 Guidance and counseling services should provide those personal and interpersonal experiences that will promote positive self-image and positive intergroup relations.

7.5 Guidance and counseling services should assess individual student abilities by using a variety of indicators. Such assessments should not rely solely on grades or test scores. When assessment instruments are selected, adjustments should be made, where necessary, to account for sociocultural and linguistic background.

7.6 The scope of guidance and counseling services should be considered the responsibility of the entire staff and, therefore, the guidance departments should communicate with the entire staff in those areas which will foster the goals of education in a pluralistic society.

7.7 Guidance and counseling services should foster positive home/school relationships and contacts between parents and personnel, regardless of the race or socioeconomic status of the student.

7.8 When hiring, promoting, or assigning personnel within a school system, school authorities should consider that adults serve as role models for students. Therefore, authorities should, whenever possible, utilize adults in a variety of jobs and activities to demonstrate that they can be performed by any person, regardless of race, creed, socioeconomic status, national origin, or sex.

WHEREAS, the State Board of Public Instruction is charged with the general supervision of the public schools and public instruction in the State of Iowa; and

WHEREAS, the State Board of Public Instruction is committed to providing equal educational opportunities for all without regard to sex; and

WHEREAS, the Fourteenth Amendment to the United States Constitution requires that all students be provided equal protection under the law and due process of the law; and

WHEREAS, Title VII of Civil Rights Act of 1964 as amended in 1972 prohibits sex discrimination in hiring, promotion, discharge, and all terms and conditions of employment; and

WHEREAS, the federal government through passage of Title IX of the Education Amendments of 1972 has firmly committed itself to the principle of equal educational opportunity; and

WHEREAS, the State of Iowa has likewise established a public policy against sex discrimination in employment through passage of Iowa Civil Rights of 1965; and

WHEREAS, the State of Iowa has been in the forefront of the movement toward equality for women specifically through passage of the School Standards Act of 1974 which absolutely prohibits discrimination on the basis of sex in any educational program and furthermore requires that all social studies programs include the history and achievements of women; and

WHEREAS, the Governor of Iowa has issued Executive Order No. 15 which requires that every state agency examine its practices with respect to the employment and promotion of women and take affirmative steps to correct existing unfair patterns and practices that deprive the people of the State of Iowa of the talents and experience of women employed by state agencies.

NOW, THEREFORE BE IT RESOLVED that the State Board of Public Instruction adopt the following recommendations as rules under and pursuant to Section 257.9 (2) of the Code of Iowa, 1973.

AND, FINALLY BE IT RESOLVED that if in the judgment of the State Superintendent of Public Instruction a local school district or area education agency is not in compliance with the aim of achieving equity on the basis of sex such local or area education agency shall be required to bring the local school district or area education agency into compliance. Such a plan must be approved by the State Superintendent of Public Instruction.

A RECOMMENDED RESOLUTION FOR THE IOWA STATE BOARD OF PUBLIC INSTRUCTION SUBMITTED BY THE SPECIAL COMMITTEE ON SEX STEREOTYPING IN EDUCATION

SPECIAL COMMITTEE ON SEX STEREOTYPING IN EDUCATION:

Dr. Craig H. Currie (Chairperson)	Ms. Alice McKee
Mr. Gaylord Anderson	Ms. Clay Morain
Mr. Jackson Bath	Ms. Edith Munro
Mr. William Bean	Ms. Mary O'Halloran
Dr. Robert Benton	Ms. Wendy Phillips
Ms. Diane Brandt	Ms. Mary Sherer
Ms. Marijean Brehm	Ms. Giles Smith
Ms. Mary Carson	Mr. Al Steinbach
Dr. Mildred Lavin	Ms. Christine Wilson

Awareness and Leadership

Our educational system has helped perpetuate the division of sexes into predetermined roles. Hiring procedures have failed to provide freedom from discrimination because of sex and marital status.

Therefore, it is the policy of the State Board of Public Instruction that state and local policy provide for and practice equal opportunity for employment and promotion without regard to sex.

RECOMMENDED ACTIONS FOR THE STATE DEPARTMENT OF PUBLIC INSTRUCTION:

1. Plan and develop education to raise the level of awareness about sex bias in education.

2. Demonstrate leadership by encouraging colleges of education to develop and include courses on sex stereotyping and socialization in education.

3. Require that courses in human relations, including sex role stereotyping, be included in programs leading to certification and recertification for teachers in the state.

RECOMMENDED ACTIONS FOR THE AREA EDUCATION AGENCIES AND LOCAL SCHOOL DISTRICTS:

1. Plan and develop conferences and workshops which include necessary components to facilitate changes in attitudes for local and area school boards and administrators.

2. Provide in-service training for professional and auxiliary support personnel to expand sex role concepts toward elimination of sex bias.

Personnel Practices

Present day school staff are the products of limiting sex role socializations and firmly entrenched attitudes.

Therefore, it is the policy of the State Board of Public Instruction to take affirmative action toward humanizing the educational process through an increased awareness of the value of expanded sex role concepts.

RECOMMENDED ACTIONS FOR THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, AREA EDUCATION AGENCIES, AND LOCAL SCHOOL DISTRICTS:

1. Recommend to colleges and universities of Iowa that "affirmative action" programs be instituted to actively encourage women to pursue administrative preparation and/or advanced degrees that open up opportunities for employment as administrators in Iowa's educational institutions.

2. Review job descriptions and eliminate all sex biased requirements for employment and promotion.

3. Develop and carry out affirmative action programs that demonstrate equal opportunity for employment, compensation, placement, and promotion regardless of sex or marital status.

4. Establish policy providing leave for childbirth, abortion, and miscarriage in keeping with other medically-related work interruptions.

Co-Curricula

Some co-curricular activities have been typed as masculine and feminine, thus restricting the options of female and male students from some sports activities, special interest clubs, and other co-curricular activities.

Therefore, it is the policy of the State Board of Public Instruction to make co-curricular activities, including noncompetitive (intramural) and competitive (interscholastic) athletic programs, available to all students without regard to sex, in a manner consistent with the needs and interests of the student body.

RECOMMENDED ACTIONS FOR LOCAL SCHOOL DISTRICTS:

1. A local school district offering co-curricular instruction and activities (including but not limited to special interest clubs, music, theater, forensics, noncompetitive athletics, and especially competitive athletics) in which both sexes have demonstrated a desire to participate, must offer them without bias in regard to sex.

2. A school which provides a program of competitive interscholastic athletics may, in any particular sport, provide separate teams for each sex and/or coeducational team(s).

3. If a school operates coeducational team(s) in a particular sport, and if substantially more members of one sex than of the other sex are selected for such a team, such school shall provide comparable opportunities to participate in the same sport in the same season or in other sports in the same season, for

members of such other sex, and to the extent necessary to comply with the intent of this policy.

4. If a school operates only separate teams by sex in a particular sport:
   a. such teams must be operated for each sex
   b. such teams must be equal or comparable in length of season; number and level of games scheduled (varsity, junior varsity, eighth grade, seventh grade, etc.); quality of facility assigned for scheduled games and for practice sessions; number, duration and desirability of time of day for practice sessions; number and expertise of coaches; and budget expended per participant;
   c. such teams must be operated during the same season unless it can be demonstrated by a school wishing to operate separate teams in the same sport at different seasons that the two proposed seasons are of comparable desirability for the particular sport involved, and that separate seasons are necessary for compliance with section 4 b (above).
   d. team activity may be conducted separately on the basis of sex only in those aspects of the activity in which separation is desirable or necessary in order to comply with section 4 b.

5. Each school shall provide comparable toilet, locker, shower, and training room facilities for members of the different sexes, but shall provide such facilities separately for members of each sex.

6. The superintendent of each local school district shall be required, upon the request of the State Superintendent of Public Instruction, to demonstrate that each school within such district is in compliance with the intent of this policy.

Materials

Some textbooks and materials reflect stereotyped concepts of masculine and feminine roles that discourage students from developing their individual potential.

Therefore, it is the policy of the State Board of Public Instruction that all print and non-print curricular and guidance materials, both those presently in use and those being considered for purchase, be examined and evaluated for sex bias and appropriate action be taken.

RECOMMENDED ACTIONS FOR STATE DEPARTMENT OF PUBLIC INSTRUCTION:

1. Provide sample criteria for identifying sex biased materials.

2. Provide bibliographies of print and non-print materials on sex stereotyping for use in educating teachers.

RECOMMENDED ACTIONS FOR AREA EDUCATION AGENCIES:

1. Provide exemplary materials on sex stereotyping for use in educating professional staff.

2. Provide annotated bibliographies of non-biased materials organized by grade and subject matter and suitable for use in classrooms.

3. Contact publishers of print and non-print materials on concerns about sex biased materials.

RECOMMENDED ACTIONS FOR LOCAL SCHOOL DISTRICTS:

1. Formulate guidelines for identifying sexist materials. Distribute these guidelines to those persons involved in materials selection, such as members of textbook selection committees, department heads, librarians, counselors, and building administrators to enable them to recognize sexist materials.

2. Formulate a policy statement on eliminating sex biases from classroom materials. Include a distinction between those materials produced specifically for the classroom and guidance functions and those that are not produced for student use but are used by students. Direct this policy statement to all faculty, both instructional and administrative.

3. Examine materials for sexist content. Include not only textbooks but also supplementary classroom materials such as tests, dictionaries, films, filmstrips, records, tapes, pictures, and worksheets distributed by teachers. Career education materials need to be examined carefully to avoid continuation of confining sex roles in occupational choices.

4. Eliminate materials identified as sexist from approved materials lists for future purchases. There are some sex biased materials such as literary classics and biblical selections used for historical purposes that should not be eliminated from the variety of materials to which students are exposed.

5. Conduct in-service programs to assist teachers in using sexist materials already present in the schools, realizing that it is economically unfeasible and not always necessary to replace all materials that display sexism. In-service programs should also include the effective use of nonsexist materials.

6. Provide channels where complaints about materials can be filed. Appropriate action should follow, including withholding funds for purchase of materials judged to be ones which promote sex stereotyping.

Exhibit 1

When the curriculum is being revised, whether at the state, area, or local level, the following concerns and practices should be among those included in the changes:

Literature

include literature written by women

- include literature with women as central characters
- examine literary works for evidence of misogyny (fear and hatred of women)
- discuss the characterization and stereotyping of both men and women
- study feminist literature of the past and present

History

- study the history and contributions of women
- present the history of the women's suffrage movement as a legitimate part of the reform movement
- include cultural and domestic history as well as political and military history
- study non-western and pre-Classical societies that exemplify different sex roles

Physical Education

- offer skill development in self-defense
- emphasize both "strength" and "grace" for both boys and girls

Contemporary Social Studies

- discuss rationally the historical and contemporary feminist movement
- discuss the effect of sexism on both women and men
- study the process of sex role socialization
- examine the legal dimensions of women's roles
- avoid assuming that the norm is male when studying human behavior

Home Economics and Industrial Arts

- avoid sex stereotyped courses and titles such as "bachelor cooking"
- require that both boys and girls spend an equal amount of time in group-integrated shop and home economics classes, especially at the junior high level
- include sewing skills applicable to men's clothing as well as women's clothing and also include non-clothing sewing skills in sewing courses

Vocational Education

- make efforts to find positions related to students' interests rather than assuming that certain job stations would not be appropriate for one of the sexes
- inform employers of the necessity to request an individual who meets certain qualifications for a position rather than requesting a person of a particular sex

Sex Education and Family Living

- discuss the attitudes of students toward their own sex and toward each other
- analyze the dating mores and the concept of women's role that underlies them
- examine critically double standards for males and females
- make information on birth control available upon request
- examine family roles and the division of labor within families
- study forms of family organization from other cultures
- treat single parent families as one form of family life

Career Education

- bring boys and girls into contact with atypical role models, (e.g., female physicians, male nurses, female mechanics, male elementary teachers)
- use working parents as a resource persons in the classroom. Actively seek out mothers who have non-stereotyped occupations — women who are effectively combining family and career roles, homemakers, and others who can widen girls' horizons by demonstrating multiple career patterns and opportunities.
- allow boys and girls hands-on experience with all kinds of materials, tools, and equipment; students are actively encouraged and positively reinforced for experimenting with nontraditional items
- create bulletin board illustrating changing roles of men and women

Socialization Practices

- the policy of allowing children to follow their own interests usually results in condoning the sex-typed activities and interests which the children have learned outside the schools. Therefore, boys and girls must be allowed and must be encouraged to participate in a variety of experiences.
- subjects (English, social studies, math, science) shall not be taught differently for boys and girls; i.e., all students shall have equal opportunities for participation in all projects and activities
- teachers must consciously encourage the attitude that contributions from both sexes are valued equally.

A RECOMMENDED READING LIST FOR ADVISORY COMMITTEE MEMBERS AS WELL AS BOARD MEMBERS AND STAFF

I. Racism: Prejudice, Stereotyping, and Discrimination

1. Allport, Gordon W. *The Nature of Prejudice*. Abridged Edition. Garden City, New York: Doubleday, 1958. A classical study of the origin and nature of prejudice.

2. Daniels, Roger and Kitano, Harry H. L. *American Racism Explorations of the Nature of Prejudice*. Englewood Cliffs, New Jersey: Prentice-Hall, 1970. By using the experiences of ethnic minority groups, the authors document how racism is endemic in the United States. The book focuses on racism directed at Asian Americans.

3. Gordon, Milton. *Assimilation in American Life: The Role of Race, Religion, and National Origins*. New York: Oxford University Press, 1964.

4. Pettigrew, Thomas F. *Racially Separate or Together*. New York: McGraw-Hill, 1971. An insightful study of race and ethnic relations, as well as a position statement on the need for racial and ethnic integration. Most examples are drawn from the Black experience.

5. Simpson, George E. and Yinger, J. Milton. *Racial and Cultural Minorities*. 3rd Edition. New York: Harper and Row, 1965. A comprehensive introduction to race and ethnicity in American life. Special emphasis is given to the causes and consequences of prejudice and discrimination.

6. Steinfield, Melvin. *Cracks in the Melting Pot*. 2nd edition. New York: Glencoe Press, 1973. An excellent collection of documents on American ethnic relations which exposes the melting pot myth in the United States. A wide range of interesting reading is included.

II. Minority Groups: Black Americans

1. Banks, James A. and Grambs, Jean D., eds. *Black Self Concept: Implications for Education and Social Science*. New York: McGraw-Hill, 1972. A collection of original papers that explores various aspects of the development of Black children and youths.

2. ———— *Teaching the Black Experience: Methods and Materials*. Belmont, California: Fearon, 1970. This book deals with ways to teach Black studies units and how to integrate ethnic content into the regular curriculum. It includes teaching strategies and an annotated bibliography.

3. Blassingame, John W. *The Slave Community*. New York: Oxford University Press, 1972. A study focusing on the way in which slavery was viewed by the slaves.

4. Bontemps, Arna. *American Negro Poetry*. New York: Hill and Wang, 1963. Immortal poems by Langston Hughes and other gifted poets. The newer Black poets; however, are not presented.

5. Fishel, Leslie H. and Quarles, Benjamin, eds. *The Black American: A Documentary History*. Rev. ed. Glenview, Illinois: Scott Foresman, 1970. A comprehensive collection of documents with informed and extensive essays by the editors.

6. Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*. New York: Vintage Books, 1969. A good general history of Afro-Americans.

7. Frazier, Thomas R., ed. *Afro-American History: Primary Sources*. New York: Harcourt, Brace and World, 1970. A documentary history containing Black views of American history and helpful comments from the editor.

8. Grambs, Jean D. and Carr, John C., eds. *Black Image: Education Copes with Color*. Dubuque, Iowa: William C. Brown, 1972. This book includes essays on the treatment of Afro-Americans in teaching materials as well as a bibliography of books for young people.

9. Katz, William Loren. *Teachers Guide to American Negro History*. Chicago, Illinois: Quadrangle Books, 1971. This book contains outlines of Black history, chronologies and many bibliographies.

10. MacCann, Donnarae and Woodard, Gloria. *The Black American in Books for Children*. Metuchen, New Jersey: Scarecrow Press, 1972. A collection of essays dealing with the treatment of Black Americans in books for children.

11. Meier, August and Rudwick, Elliot. *From Plantation to Ghetto*. Rev. ed. New York: Hill and Wang, 1970. An interpretive history of Afro-Americans that highlights the role of Blacks in shaping their destiny in America. A good introductory source.

12. State Historical Society of Iowa. *The History of the Negro in Iowa*. Iowa City, 1969.

13. *The Autobiography of Malcolm X*, with assistance from Alex Holey. New York: Grove, 1964. A powerful book about the emergence of a leader and a social movement.

III. Minority Groups: Mexican Americans

1. Acuna, Rudolfo. *Occupied America: The Chicano's Struggle Toward Liberation*. San Francisco, California: Canfield Press, 1972. A provocative history of the Chicano written from a colonialist perspective. A highly partisan but important history that will provide new interpretations of old events such as the Alamo and the "winning of the west."

2. Jordon, Lois B. *Mexican American Resources to Build Cultural Understanding*. Littleton, Colorado, P. O. Box 263, Librare Unlimited, 1973. A selective annotated bibliography of materials suitable for young adults in junior high school, senior high school, and college.

3. Moore, Joan W. with Alfredo Cuellar. *Mexican Americans*. Englewood Cliffs, New Jersey: Prentice-Hall, 1970. A primarily sociological introduction study. The book is written from an assimilationist perspective and the author focuses on change, conflict, and cultural diversity.

4. Moquin, Wayne and Van Doren, Charles. *A Documentary History of the Mexican American*. New York: Bantam Books, 1971. An anthology which includes 65 selections divided into five major historical periods.

5. Rivera, Feliciano and Meier, Matt S. *The Chicanos: A History of Mexican Americans*. New York: Hill and Wang, 1972. A comprehensive history of the Chicano and essential teacher reference. The book includes a bibliographic essay.

6. ———. *A Mexican American Source Book with Study Guidelines*. Menlo Park, California: Educational Consulting Associates, 1970. This classroom resource source book includes biographies of famous Mexican Americans, a chronology of important historical events as well as an extensive bibliography.

7. Wagner, Nathaniel N. and Haug, Marsha, eds. *Chicanos: Social and Psychological Perspectives*. St. Louis, Missouri: C. V. Mosley Co., 1971. This reader contains theoretical and research articles on the psychological aspects of the Mexican American experience.

IV. Minority Groups: Native Americans

1. Bahr, Howard M. and Chadwick, Bruce, eds. *Native Americans Today: Sociological Perspectives*. New York: Harper and Row, 1972. An anthology covering the topics of Indian education, acculturation, and identity, the urban Indian and Red power.

2. Brandon, William. *The American Heritage Book of Indians*. New York: Dell, 1961. An introduction to Indian cultures in all parts of America.

3. Brown, Dee. *Bury My Heart at Wounded Knee: An*

Indian History of the American West. New York: Holt, 1971. A compassionate, poignant, and powerful history of Native Americans written from an Indian point of view.

4. Costo, Rupert and Henry, Jeannette. *Textbooks and the American Indian*. San Francisco, California: Indian Historian Press, 1970. An important study of the treatment of Native Americans in schoolbooks that would be extremely useful to teachers and textbook selection committees.

5. Deloria, Vine, Jr., ed. *Indian Education Confronts the Seventies*. Vols. I - V. Oglala, South Dakota: American Indian Resource Associates, 1974. A comprehensive five volume series covering topics such as the history of Indian education, Indian education theories, special Indian education programs, and the technical problems involved in Indian education.

6. ———— *Custer Died for Your Sins*. New York: Avon, 1969. A highly partisan but important articulation of the problems and future plight of modern day Indians by a noted Native American leader.

7. Forbes, Jack D. *The Indian in America's Past*. Englewood Cliffs, New Jersey: Prentice-Hall, 1964. An outstanding documentary history of Native Americans by a distinguished scholar of Native cultures. The book is perceptive and written from an Indian point of view.

8. Josephy, Alvin M., Jr. *The Indian Heritage of America*. New York: Bantam Books, 1968. A detailed and sensitive history of North, South and Central American Indians.

9. Spice, Edward. *A Short History of the Indians of the United States*. New York: D. Van Nostrand Company, 1969.

V. Minority Groups: Asian Americans

1. Bosworth, Allan R. *America's Concentration Camps*. New York: Norton, 1967. A popular account of the internment. Both teachers and students can read.

2. Hosokawa, Bill. *Nisei: The Quiet Americans*. New York: William Morrow, 1969. A popular history stressing the role of the Japanese American Citizen's League.

3. Jacobs, Paul and Landau, Saul: *To Serve the Devil* Volume II "Colonials and Sojourners." New York: Vintage Books, 1971. A documentary history, with an extensive text by the authors. The book is hard hitting and candid.

4. Lyman, Stanford M. *Chinese Americans*. New York: Random House, 1974. An informed study of diverse aspects of Chinese American life.

5. Miller, Stuart Creighton. *The Unwelcome Immigrant: The American Image of the Chinese 1785-1882*. Berkeley: California University Press, 1969. Perspectives and interpretations of anti-Chinese attitudes in the United States.

6. Munoz, Alfredo, N. *The Filipinos in America*. Los Angeles: Mountainview Publishers, Inc., 1971. (Direct order from publisher at 4057 Marchena Drive, Los Angeles, California. A general study of Filipino Americans.)

7. Sue, Stanley and Wagner, Nathaniel, eds. *Asian Americans: Psychological Perspectives*. Ben Lomond, California: Science and Behavior Books, 1973. An excellent collection of articles which explore diverse aspects of the Asian American experience.

8. Tochiki, Amy; Wong, Eddie; Odo, Franklin, with Buck Wong. *Roots: An Asian American Reader*. Los Angeles, California: UCLA Asian American Studies Center, 1971. A comprehensive anthology contains articles presenting perspectives on the historical, sociological, and psychological experience of Asian Americans.

VI. European Americans

1. Gambino, Richard. *Blood of my Blood: The Dilemma of the Italian Americans*. New York: Doubleday, 1974. A thought provoking study of Italian Americans which highlights the cultural conflicts and dilemmas of Italian Americans.

2. Goldstein, Sidney and Goldschieder, Calvin. *Jewish Americans: Three Generations in America*. Englewood Cliffs: New Jersey: Prentice-Hall, 1968. A comprehensive, readable treatment of Jewish Americans.

3. Greeley, Andrew M. *That Most Distressful Nation: The Taming of the American Irish*. Chicago, Illinois: Quadrangle Books, 1972. A witty, sociological examination of the historical and contemporary experiences of the Irish in the United States.

4. Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations that made the American People*. New York: Gossel and Dunlop, 1973. Author chronicles the story of European immigrants to the United States.

5. Inglehart, Babette and Mangione, Anthony R. *The Image of Pluralism in American Literature. The*

American Experience of European Ethnic Groups. New York: Institute on Pluralism and Groups Identity. An annotated bibliography on European ethnic groups and their early experiences in America.

6. Jones, Maldwyn Allen. *American Immigration*. Chicago, Illinois: Chicago University Press, 1960. A comprehensive history of the immigration of European nationality groups to the United States up through the 1950's.

7. Novak, Michael: *The Rise of the Unmeltable Ethnics*. New York: Macmillan, 1971. A highly rhetorical and ringing plea for justice toward lower middle class white ethnic groups such as Poles, Italians, Greeks, and Slavs. The book is demagogic, simplistic, and anti-Black; however, the frustrations and aspirations of working class white ethnic groups are conveyed.

8. The State Historical Society of Iowa. *Iowa the Home for Immigrants*. Iowa City, 1970. An historical overview of the migration of European ethnic groups into Iowa.

VII. Human Relations and Intergroup Education

1. Banks, James A., ed. *Teaching Ethnic Studies: Concepts and Strategies*. Washington, D. C.: National Council for the Social Studies 43rd Year Book, 1973. This book includes chapters on all American ethnic groups and women's rights. Methods and materials as well as an annotated bibliography are key features of this book.

2. ———— *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon, Inc., 1975. Learning activities, suggested readings for teachers and students, and chronologies of many diverse ethnic groups are included in this book. The emphasis is multiethnic with special attention given to comparative studies.

3. Epstein, Charlotte. *Intergroup Relations for the Classroom Teacher*. New York: Houghton Mifflin, 1968. A direct and forthright book which discusses the diverse culture of students and the strategies for improving inter-ethnic relations in the classroom.

4. Grambs, Jean D. *Intergroup Education: Methods and Materials*. Englewood Cliffs, New Jersey: Prentice-Hall, 1968. This book provides a rationale for teaching ethnic studies, describes successful teaching strategies, and discusses resources which will be quite helpful to the teacher.

5. Henderson, George. *To Live in Freedom: Human Relations Today and Tomorrow*. Norman: University of Oklahoma Press, 1972. A readable review of problems involved in human relations and strategies which may be used to resolve them. The emphasis is on self-examination and introspection.

6. Montagu, Ashley. *Education and Human Relations*. New York: Grove Press, 1958. A classic review of the interrelationship between education and progress toward better human understanding.

7. Simon, Sidney, B.; Howe, Leland; and Kirschenbaum, Howard. *Values Clarification: A Handbook of Practical Strategies for Teachers*. New York: Hart Publishing Co., Inc., 1972. One hundred classroom activities designed to get students to reflect upon their values and attitudes.

8. Social Science Staff of the Educational Research Council of America. *Prejudice and Discrimination Teachers Guide*. Boston: Allyn and Bacon, 1973, This book includes useful suggestions for teaching concepts related to prejudice and discrimination.

VIII. Sexism

1. Emma Willard Task Force on Education. *Sexism in Education*. Box 14229, Minneapolis, Minnesota, copyright 1971. A partisan but comprehensive view of sexism in today's schools. This publication contains a very good bibliography as well as discussion of sexism in language and traditional teaching habits. It is a very good consciousness raiser.

2. Frazier, Nancy and Sodker, Myra. *Sexism in School and Society*. New York: Harper and Row, 1973. Exposes the subtle ways in which schools and society have conditioned children for roles based upon their sex.

3. Friedan, Betty. *The Feminine Mystique*. New York: Dell, 1963. A provocative book of historical and intellectual interest as a force behind the current women's movement.

4. Kraditor, Allen, ed. *Up from the Pedestal*. Chicago, Illinois: Quadrangle, 1970. A fine collection of source documents, feminist and anti-feminist, from the nineteenth and twentieth century women's rights struggles.

5. Lerna, Gerda. *The Woman in American History*. Menlo Park, California: Addison Wesley, 1971. Designed for secondary students.

6. National Foundation for the Improvement of Education. *Today's Changing Roles: An Approach to Nonsexist Teaching*. Washington, D. C.: Resource Center on Sex Roles in Education, Suite 918, 1156

15th St., N.W., copyright 1974. A collection of classroom activities designed to motivate the students to reflect upon their attitude in relation to sex role stereotyping. Activities are aimed at the elementary, intermediate, and secondary grade levels.

7. National Education Association has published the following documents:
   a. The Labels and Reinforcement of Sex Role Stereotyping
   b. Sex Role Stereotyping in Schools
   c. Nonsexist Education for Survival

   Washington, D. C., 1201 16th St., N.W., Copyright 1973. These three documents provide the educator with a sound basis for self-evaluation of attitudes.

8. Scott, Anne Feror, ed. *The American Woman: Who Was She?* Englewood Cliffs, New Jersey: Spectrum, 1971. Documents on the history of women in labor, education, reform movements, and the suffrage struggle.

9. Women on Words and Images. *Dick and Jane as Victims*. Princeton, New Jersey, 1972. A thorough analysis of sexism in elementary readers.

BIBLIOGRAPHY OF BIBLIOGRAPHIES

For those students, educators, and parents looking for additional sources of multicultural, nonsexist materials we include the following annotated bibliography. All of the publications listed are either bibliographies of classroom resources or accumulations of classroom activities related to human relations.

1. Banks, James. *Teaching Ethnic Studies: Concepts and Strategies*. National Council for the Social Studies, A National Affiliate of the National Education Association – 1201 Sixteenth N.W. Washington, D. C. 20036., 1973. $6.00. The Yearbook provides insights into sensitive educational issues and also concrete strategies for dealing with cultural differences and intergroup relations in the classroom. Many good cues to teaching about various ethnic cultures are included.

   ——— *Teaching the Black Experience: Methods and Materials*. Fearon Publishers: Lear Siegler, Inc. – Education Division, Belmont, California, 1970. $2.50. "When should I begin teaching about Black people and race relations?" "What methods can I use to teach Black history?" "What resources are available for teaching the Black experience?" "How can I obtain them?" "Should I teach Black history as a separate subject or as a part of regular social studies units?" These questions and many others are answered in Dr. Bank's book.

   ——— *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon., 1975. This book by Dr. Banks contains one of the better multicultural bibliographies available. A process and structure for making the total curriculum multicultural in nature is also provided.

2. Emma Willard Task Force on Education. *Sexism in Education*. University Station, Box 14229, Minneapolis, Minnesota 55414., 1972. $3.50. A compilation of materials relating to sexism in education including articles that examine the problem, proposals for change, classroom materials, resource lists, and an extensive bibliography.

3. Forbes, Jack D. *Mexican Americans: A Handbook for Educators*. Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Clermont, Berkeley, California 04705. (For sale by U. S. Government Printing Office, Washington, D. C. 20402, 45 cents) A historical and cultural look at Mexican Americans with suggestions for teachers and administrators. Also included is a bibliography of materials for staff development and classroom use.

4. Grambs, Jean Dresden. *Intergroup Education: Methods and Materials*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1968. $3.95. This

book is designed to give practical help to elementary and secondary teachers who wish to incorporate human relations content into their teaching. Over half of the book is an annotated bibliography subdivided into special areas that give the teacher a guide to the best material in each area.

5. Institute on Pluralism and Group Identity of the American Jewish Committee. *The Image of Pluralism in American Literature*. 165 E. 56th St., New York, 1974. $1.50. An annotated bibliography for educators which includes materials concerning the following groups' literature: Armenian Americans, Dutch American, German American, Greek American, Hungarian American, Irish American, Italian American, Jewish American, Polish American, Scandinavian American, and Slavic Americans.

6. Katz, William Loren. *Teachers Guide to American Negro History*. Quadrangle Books, Inc., 12 E. Delaware Pl, Chicago, Illinois, 1968. $2.25. A basic handbook for schools and libraries with bibliographic and audiovisual information. Also included is a core reference library and a complete plan for integrating American history curriculums.

7. Mathews, Martha and McCune, Shirley. *Complying with Title IX: Implementing Institutional Self Evaluation*. Resource Center on Sex Roles in Education, 1201 16th St., N.W., Washington, D. C. 20036, 1975. $3.00. A comprehensive guide with checklists to evaluate your local school district as to its degree of compliance with Title IX.

———— *Complying with Title IX: The First Twelve Months*. Resource Center on Sex Roles in Education. 1201 16th St., N.W., Washington, D. C. 20036, 1975. $1.00. This document contains helpful hints for the development on Title IX policies, grievance procedures, and administrative processes.

8. Midwest Center for Equal Educational Opportunity. *Multi-Ethnic Bibliography: Annotated Bibliography of Multi-ethinc Curriculum Materials*. 408 Hitt St., Columbia, Missouri 65201, 1974. Available free of charge only to the Center's Iowa client schools and to Area Education Agencies. This bibliography includes books, films, filmstrips, recordings, and booklets that can be used to integrate the school curriculum. It contains materials on Native Americans, Asian Americans, Afro-Americans, Spanish Surnamed Americans, and women.

9. Minnesota Department of Education, Div. of Planning and Development, Equal Educational Opportunities Section. *A Handbook to Assist Local Boards of Education, School Administrators, and Intercultural Advisory Committees in the Development of Quality Inter-Cultural Education*. St. Paul, Minnesota 55155, 1973. $2.50. A comprehensive handbook to assist local administrators in implementing the multicultural approach within their local school district. It includes a step by step developmental approach.

10. National Education Association. *Roots of America: A Multi-Ethnic Curriculum Resource Guide for Junior High School Social Studies*. Washington, D. C., 1975. This Guide is a series of resource units designed to assist 7th, 8th, and 9th grade teachers in locating and using resource materials which bring to life the unique American experiences of the following ethnic groups: Black Americans, Jewish Americans, Polish Americans, Italian Americans, Mexican Americans, Puerto Ricans, Japanese Americans, Native Americans.

11. National Information Center for Educational Media *Index to Black History and Black Studies* (Multimedia). University of S. California, University Park, Los Angeles, California 90007, 1971. This index is intended to provide media staff, library personnel, and educators with a bibliographic guide to non-book media. Included is a subject guide. an alphabetical guide, and a directory of producers and distributors.

12. National Institute of Mental Health Center for Studies of Child and Family Mental Health. *Multi-Ethnic Literature in the High School: A Mental Health Tool*. 5600 Fishers Lane, Rockville, Maryland 20852, DHEW Pub. No. (HSM) 73-9079, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 1973. 75 cents. An ecological approach involving the use of multiethnic literature which is designed as a tool for teachers, especially teachers of English who are left standing in the classroom without materials.

13. Nogales, Luis G. *The Mexican American: A Selected and Annotated Bibliography*. Stanford University, 1971. $2.00. Available through the Stanford Book Store, Stanford, California. This bibliography contains many different perspectives toward Chicano culture. The emphasis is on academic and many dissertation theses are included.

14. Pennsylvania Department of Education. *American Diversity*. Box 911, Harrisburg, Pennsylvania 17126. $1.75. A bibliography of resources on racial and ethnic minorities for Pennsylvania schools. Lists resource materials related to Afro-Americans, American Indians, Jewish Americans, Spanish-Speaking Americans, Asian Americans and others along with resources for intergroup education. All forms of resources are included for all grade levels.

15. Resource Center on Sex Roles in Education. *Today's Changing Roles: An Approach to Non-Sexist Teaching*. Foundations for the Improvement of Education. Suite 918, 1156 15th St., N.W., Washington, D. C. 20005, 1974. $3.00. A compilation of strategies for dealing with the issue of sex role stereotyping in the classroom.

16. Robert and Isabel L. Hawley Education Research Associates. *A Handbook of Personal Growth Activities for Classroom Use*. Box 767, Amherst, Massachusetts 01002, 1972. $4.95. A comprehensive guide to personal growth and communications activities that can be utilized in the classroom. Over 94 ideas including role playing, games, puzzles, group problem solving, and individual activities.

17. The Santa Barbara County Board of Education. *The Emerging Minorities in America: A Resource Guide for Teachers*. Santa Barbara Co. Educational Service Center. 4400 Cathedral Oaks Rd., Santa Barbara, California, 1975. $11.95. This guide provides historical perspectives, biographical summaries, bibliographies, and other references on the four major minority groups in the United States: Mexican Americans, Afro-Americans, Native Americans, and Asian Americans.

18. Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. *Values Clarification*. New York: Hart Publishing Co., 1972. $3.95. A handbook of practical strategies for teachers and students (79 separate strategies in all).

19. South Tama Community School District. *A Bibliography of American Indian Materials*. 1702 Harding St., Tama, Iowa 52339, 1974. Not available for sale at the present time. A bibliography for elementary and secondary classroom which includes books, sound film strips, study prints, transparencies, cassettes, kits, and 16mm films about the American Indian.

20. Steinfield, Melvin. *Cracks in the Melting Pot: Racism and Discrimination in American History*. Glencoe Press, 1973. $4.95. Provides a running commentary on discrimination in American History accompanied by recommended bibliographies.

MINORITY RESOURCE ORGANIZATIONS IN IOWA

As classroom teachers work at integrating their curriculum they may often find it necessary to seek outside help. We have compiled a list of organizations which work with or represent women, various minority and ethnic groups as well as the handicapped. Although all these organizations may not be able to offer direct input into programs they often may be able to recommend persons who would make good resource persons in the classroom or other useful instructional resources.

BLIND

State of Iowa

State Commission for the Blind
Kenneth Jernigan, Director
4th and Keosauqua
Des Moines, Iowa 50309
515/283-2601

Cedar Rapids

State Commission for the Blind
Robert Rubker, District Supervisor
732 Higley Building 52401
319/365-9111

Waterloo

State Commission for the Blind
James Glaza, District Supervisor
620 Black Building 50703
319/235-1403

HANDICAPPED

State of Iowa

Committee on Employment of the Handicapped
Don Westergard, Executive Secretary
Grimes Building, Des Moines 50319
515/281-5969

Cedar Rapids

Bill Bristow, Supervisor
Vocational Rehabilitation Office
400 Mullin Building 52401
319/363-2015 Ext. 231

Dubuque

Dubuque County Committee for
Handicapped Persons
Duane Delinger
Bx. 361 52001
319/583-9755

Iowa City

Johnson County Committee for the Handicapped
Herb Cochran
513 - 9th Avenue
Coralville 52240
319/337-3286

Marshalltown

Central Iowans for the Handicapped
J. W. Brewer
407 Masonic Temple Building 50158
515/753-3338

Southwest Iowa

Bruce Hicks
Iowa Western Community College
2700 College Road
Council Bluffs 51501
712/328-3831

RACE AND NATIONAL ORIGIN - ALL GROUPS

State of Iowa

Iowa Civil Rights Commission
Thomas Mann, Executive Director
418 - 6th Avenue, Liberty Building
Des Moines 50309
515/247-4121

Iowa Employment Security Commission
Charles Crook, Minority Representative
1000 Grand Avenue
Des Moines 50319
515/281-5951

Ames

Russell Pounds
City Council Offices, 5th and Kellogg (and
I.S.U. Department of Economics)
515/232-6210

Dorcas Wheatley Speers
WOI-Radio/TV, Women's Editor
3209 Duff - Apt. 4
Office-515/244-3728
Home - 515/232-1715

Burlington

Don Robinson, EEO Counselor
Iowa Ammunitions Plant
P.O. Box 561 52601
319/754-5731 Ext. 3139

Cedar Rapids

Oakhill-Jackson Economic Development Corp.
Hugh Gibson, Director
105 - 8th Avenue, S.E. 52401
319/365-6924

Hawkeye Community Action Program
Mr. Russell Proffitt
105 - 8th Avenue, S.E. 52401
319/366-7631

Davenport

Catholic Interracial Council
President: Rev. John S. Smith
2706 Gaines Street 52804
319/324-1911

Iowa State Employment Service
Joe Keeny, Director
1129 Brady Street 52803
319/322-5901

Neighborhood Youth Corp.
Elaine McCloud
1416 West 16th Street 52803
319/324-3235

Iowa Social Services Department
Mildred Whipple, Acting Director
808 West River Drive 52802
319/324-3235

Central and West Neighborhood Center
Rachel Sierra, Director
618 West 8th Street 52803
319/323-9906

TRAIN - Teach, Rehabilitate and Aide
Iowa's Neglected
Patricia Stieger, Director
1416 West 16th Street 52804
319/324-2325

Des Moines

B'nai Jeshurun Temple
Rabbi J. B. Goldburg
51st and Grand Avenue 50312
Office-515/274-4679
Rabbi's Residence-515/282-2836

Greater Opportunities
Ms. Jeannette Jennings, Director
203 Plymouth Building
917 Walnut 50309
515/288-6051

Model Cities
Mary Moore
1000 College 50314
515/244-7261

Des Moines Area Community College
Equilla Johnson, Project CHESS
Ankeny 50021
515/964-0651

Drake University
Chuck Sims, Project CHESS
24th and University 50314
515/271-3011
515/271-3889

Grand View College
Jane Molten, Project CHESS
East 13th Grand View 50316

Fort Dodge

Iowa Employment Security Commission
Mr. Kenneth White
126 North 10th Street 50501
515/576-3131

Peoples Press
William S. Doan
P.O. Box 122 50501

Fort Madison

Ms. Lois Eichacker
Rt. 2, Box 310 52627
319/372-3542

Waterloo

Iowa State Employment Service
Anna Mae Weems
757 East 5th Street 50703
319/235-1471

Mason City

NAACP
Calvin Duncan, President
1428 North Adams 50401
515/429-4964

Ottumwa

NAACP
Mrs. Marion Nesbit, President
131 Cooper Street 52501
515/684-8483

Sioux City

Treglia Community House
Ms. Jane Yates, Director
900 Jennings 51105
712/258-5137

NAACP
Grady Bluford, President
2029 Hamilton Blvd. 51104
712/255-9816

Mt. Zion A.M.E. Church
East McLamb, Pastor
1421 Geneva 51103
712/255-4623

Malone Baptist Church
Rev. George Boykin
513 Main 51103
712/277-9880

Waterloo

Iowa State Employment Service
Anna Mae Weems, EEO
235 East 5th Street 50703
319/235-1471

University of Northern Iowa
Center for Urban Education
119 Vine 50703
319/234-6819

NAACP - Black Hawk County
Stanley Kennedy, President
112 Vine 50703
319/234-1695

Antioch Baptist Church
Eugene Williams, Pastor
2301 Idaho (Home) 50707
426 Sumner (Office)
319/234-8152

RACE - BLACK

State of Iowa

Iowa Civil Rights Commission
Thomas Mann, Executive Director
418 - 6th Avenue, The Liberty Building
Des Moines, Iowa 50319
515/247-4121

Black Theology Center
Ms. Joanna Cheatom, Director
13th and Forest, Des Moines 50314
515/284-1660

Burlington

Adult Employment Committee
Don Robinson, EEO
Iowa Ammunition Plant, P.O. Box 561
319/754-5731 Ext. 6204

NAACP
DeEdwin White, President
409 S. 4th Street 52601
319/752-3903

Cedar Rapids

Oakhill-Jackson Economic
Development Corp.
Hugh Gibson, President
1219 - 16th Street, S.E. 52401
319/365-6924

NAACP
Luther Trent, President
1125 - 9th Street, S.E.
Cedar Rapids 52402
319/363-5683

Council Bluffs

NAACP
George Garrett, Jr. - President
704 South 25th Street 51501

Davenport

CORE
LeRoy McDowell, Chairperson
919 Sylvan Court 52803
319/324-9807

NAACP
Glen Perkins, President
1521 Judson Street
319/322-2303

Rev. A. C. Wright
Bethel A.M.E. Church
323 W. 11th Street
319/322-6622

Des Moines

Black Theology Center
Rev. Henderson Davis or Ms. Joanna Cheatom
13th and Forest 50314
515/284-1660

Des Moines Board of Education
Wes Chapman, Intercultural Coordinator
1800 Grand 50307
515/284-7889

Iowa Bystander
Editor - Don Rhone
Publisher - J. B. Morris
Box 491, 140 4th Street
West Des Moines 50265
515/277-8736

NAACP
Maude White, President
3000 Grand Avenue 50312
515/247-4121

Corinthian Baptist Church
Frederick W. Strickland, Pastor
2024 - 9th Street (Home)
814 School Street (Office) 50314
515/244-4800
515/243-7214

Mt. Hebron Baptist Church
James Harris, Pastor
931 - 19th Street, (Home)
131 - 9th Street, (Office) West Des Moines
515/244-4800
515/274-0761

Shiloh Baptist Church
William S. Heath, Pastor
1824 Lincoln (Home) 50314
1213 Scott (Office) 50309
515/288-1164
515/243-1465

St. Paul AME Church
Artic S. Harris, Pastor
695 - 25th Street (Home) 50312
1201 Day (Office) 50314
515/244-2534
515/288-4419

United Methodist - Iowa Headquarters
James Thomas, Bishop
3005 Patricia Drive 50322
1019 Chestnut (Office) 50309
515/276-1095
515/283-1991

Fort Dodge

Urban Ministry
P.O. Box 287 50501
515/576-4796

NAACP
James F. Lockman, Director
1318 - 10th Avenue, S.W. 50501

Fort Madison

NAACP
Grace Harris, President
2901 Avenue L 52627
319/372-4847

Iowa City

University of Iowa
Ms. Cecilia Foxley, EEO 52240
319/353-5714

Keokuk

NAACP
Ruth Toomes, President
423 North 10th Street 52632
319/524-4769

Marshalltown

NAACP
Mrs. Iven Jean Bailey, President
420 Union 50158
515/753-8995

Mason City

NAACP
Calvin Ducan, President
1428 North Adams 50401
515/429-4964

Ottumwa

NAACP
Mrs. Marion Nesbit, President
131 Cooper Street 52501
515/684-8483

Sioux City

Treglia Community House
Ms. Jane Yates, Director
900 Jennings 51105
712/258-5137

Malone Baptist Church
Rev. George Boykin
513 Main 51103

NAACP
Grady Bluford, President
2029 Hamilton Blvd. 51104
712/255-9816

Mt. Zion A.M.E. Church
East McLamb, Pastor
1421 Geneva 51103
712/255-4623

Waterloo

Iowa State Employment Service
Anna Mae Weems, EEO
235 East 5th Street 50703
319/235-1471

University of Northern Iowa
Center for Urban Education
119 Vine 50703
319/234-6819

NAACP - Black Hawk County
J. Russell Lowe, President
130 Webster 50703
319/234-3322

Antioch Baptist Church
Eugene Williams, Pastor
2301 Idaho (Home) 50707
426 Sumner (Office)
319/234-8152

Payne Memorial A.M.E. Church
J. R. Keys, Pastor
1024 Moble 50307
319/232-1381

Jimmie Porter (Community Enabler/Developer)
332 Saxon
319/232-8102

RACE - INDIAN

State of Iowa

American Indian Project Council
Jewel Slick
1000 College, Room 221
Des Moines 50314
515/243-1745

Tama

Alcohol and Drug Abuse Agency
George Buffalo, Counselor
300 State Street 52339
515/484-4903

Sac-Fox Tribal Council
Louis Mitchell
Sac-Fox Field Office

Sioux City

American Indian Center
1114 West 6th Street 51101
712/255-8957

American Indian Council
Program Director: Don Graham
P. O. Box 67
Sergeant Bluff 51054
712/277-9416

Sioux City Schools Indian Education Office
Director: Duane Mackey
Sioux City Public Schools
1221 Pierce Street 51105
712/279-6641

Education Project
Sioux City American Indian Center
Reuben Snake, Director
313 Omaha Street 51103

Others:

Cornell College
Richard Thomas
History Department
Mount Vernon, Iowa 52314
319/895-8311

Iowa State University
Department of Anthropology
David Gradwohl
Ames, Iowa 50010
515/294-8427

Indian Citizen's Aid to the State Legislature
Andrew Roberts
515 East 12th Street
Des Moines, Iowa 50316
515/281-3592

HUMAN RIGHTS COMMISSIONS

Human Rights Commissions whether state or local are responsible for enforcement of civil rights laws, but very often they will have staff members with education related duties. They also are valuable sources for information on possible resource persons that could be utilized in the classroom.

State of Iowa

Iowa Civil Rights Commission
Thomas Mann, Executive Director
418 - 6th Avenue
Liberty Building
Des Moines, Iowa 50309

Bettendorf

Bettendorf Human Rights Commission
William McNally, Chairperson
3206 Dundee Lane
Bettendorf, Iowa 52601

Burlington

Burlington Commission on Human Rights
Gerald Goddard, Chairperson
City Hall 52601

Cedar Falls

Cedar Falls Human Relations Commission
Gordon Harrington, Chairperson
520 West 20th St. 50613

Cedar Rapids

Cedar Rapids Human Rights Commission
Mark Doolin, Executive Director
City Hall - 3rd Floor 52401

Clinton

Clinton Human Rights Commission
Carl G. James, Chairperson
301 - 1st Avenue 52732

Council Bluffs

Council Bluffs Human Relations Commission
Robert H. Yochum, Director
City Hall 51501

Davenport

Davenport Human Relations Commission
Jerry Smith, Executive Director
313 Harrison Street 52801

Des Moines

Des Moines Commission on Human Rights
Allen J. Correll, Executive Director
East 1st and Des Moines St. 50309

Dubuque

Dubuque Human Rights Commission
Matt Lorenz, Director
City Hall 52001

Fort Dodge

Fort Dodge Human Rights Commission
Fred Breen, Chairperson
Beh Bldg., 205 Central Avenue 50501

Fort Madison

Fort Madison Human Rights Commission
Wendell H. Carter, Chairperson
1238 32nd Street 52627

Grinnell

Grinnell Human Rights Commission
Beatrice Wall, Chairperson
City Clerk's Office 50112

Indianola

Indianola Human Rights Commission
John Larson, Chairperson
1412 Country Club Road 50125

Iowa City

Iowa City Human Relations Commission
Candy Morgan, Director
Civic Center 52240

Keokuk

Keokuk Human Relations Commission
Jerry Lawson, Chairperson
1822 Des Moines St. 52632

Marshalltown

Marshalltown Human Rights Commission
Joseph Smith, Chairperson
101 1/2 South 6th Street

Mason City

Mason City Human Relations Commission
Ms. C. O. Adams, Chairperson
515 S. Vermont 50401

Muscatine

Muscatine Human Rights Commission
Willie Conley, Chairperson
City Hall 52761

Sioux City

Sioux City Human Rights Commission
John Stokes, Executive Director
Insurance Exchange Building 51101

Waterloo

Waterloo Human Rights Commission
Ms. B. J. Ferguson, Acting Director
KWWL Building, 2nd Floor 50703

RACE - SPANISH SURNAMED

State of Iowa

Iowa Civil Rights Commission
Thomas Mann, Executive Director
George Garcia, Commissioner
Angel Cardona, Federal Compliance Director
418 - 6th Avenue, Liberty Building
Des Moines 50309
515/247-4121

Gregorio Rocha, Manpower Specialist
State Office for Planning and Programming
523 East 12th Street 50316
515/281-3730

Burlington

Adult Employment Committee
James Manard
Iowa Ammunition Plant
P.O. Box 561 52601
319/754-5731

Alianza Latino Politica de Iowa
Luis Rios
721 Hagemann
Burlington 52601
319/752-1956

Davenport

LULAC No. 10
Henry Vargas, President
P.O. Box 242 52805
319/323-4088

Catholic Interracial Council
Frank Rhomberg
2706 Gaines Street 52804
319/324-1911

Muscatine Migrant Committee,
Board of Trustees
Ernest Rodriguez
East 6th 52804
319/794-3108

TRAIN - Teach, Rehabilitate and Aid Iowa's Neglected
Patricia Stieger, Director
1416 - West 16th Street 52804
319/324-3235

Rita Watts, Bilingual Instructor
Jefferson Elementary School
319/322-3557

Des Moines

LULAC
Bill Rocha, President
1117 Walnut
West Des Moines 50265
515/279-9989

Des Moines Spanish Speaking Center
Eddie Zomora, Director
623 S.E. Scott 50309
515/282-5167

Mexican-American Recreational Club
Mr. Londo Valadez
1042 - 18th Street 50314
515/243-9854

Employment Service Office
Isabel Neibergoll
515/576-4796

Migrant Action Program
Genaro Manta
312 Indianola Avenue 50125
515/243-8708

Urban Education Section
Iowa State Department of Public Instruction
George F. Garcia and Dan Chavez
Grimes State Office Building 50319
515/281-3152

Des Moines Schools Department of Intercultural Affairs
Antonio Prieto
1800 Grand Avenue 50307
515/280-7278

Latino Task Force on Education
Lupe Ramos
718 S.E. 7th 50309
515/342-2742

Des Moines Public Schools
McKinley Elementary School - Teacher
Carlos Sanchez
650 - 16th Street 50315
515/243-1844

Ft. Madison

Mr. Guadalupe Mendez
2324 Avenue D 52627
319/372-7565

Ottumwa

C.E.T.A.
Joe Mondanoro, Director
415 Elmdale 52501
515/682-9614

Muscatine

Muscatine Migrant Committee
Juan Cadena, Director
Irene Munoz, Nurse
319/264-1155

Muscatine Migrant Action Program
Molly Munoz

Cedar Rapids

Cedar Rapids Public Schools
Paul Diaz
346 - 2nd Avenue, S.W. 52404
319/398-2000

Mason City

Migrant Action Program
Jaime Garza, Education Director
220 East State Street 50401
515/423-7572

Sioux City

Migrant Action Program
314 - 4th Street 51101
712/258-7468

Shenandoah

Migrant Action Center
619 West Sharton 51601
712/246-1842

RACE - ASIAN AMERICAN

Drake University
Tsung-Kwang Lin, Associate Professor
25th and University
Des Moines 50311
515/271-2870

Des Moines Human Rights Commission
Irene Parrott (Japanese)
East 1st and Des Moines Street
Des Moines 50309
515/283-4284

Mrs. David Kaung (Chinese)
3326 Douglas Avenue
Des Moines 50310
515//274-1661

Iowa State University
Sociology Department - East Hall
Dr. Ben Yep (Chinese)
Ames 50010
515/294-6481

State Advisory Committee on Multicultural Curriculum
Mori Constantino (Japanese)
407 Brown
Iowa City 52240
319/338-1001

Filipino American Association of Iowa
Alita Siasoco (Secretary)
2716 East 36th Court
Des Moines 50317
515/265-4319

Chinese American Club
Mrs. David Kaung (Secretary)
3326 Douglas Avenue
Des Moines 50310
515/274-1661

Indo-American Association of
Des Moines (India)
Darsan Singh
1635 S.E. Pioneer Road
Des Moines 50320
515/288-1446

Governor's Indo-Chinese Task Force
Thai Dam Team
Somsak Saythongphet
707 East Locust 50309
515/247-4337

Governor's Indo-Chinese Task Force
Vietnamese Team
707 East Locust 50309
515/247-4337

EUROPEAN ETHNIC GROUPS

Trans-Atlantic Brides
and Parents Association (Great Britain)
665 N.W. 66th Place
Des Moines 50313
515/289-2074

British American Association
Mrs. William Willson
4821 Kingman Boulevard
Des Moines 50311
515/277-9746

German American Club
Leonard Ratiz
1604 - 20th Place
Des Moines 50311
515/282-0749

American Scandinavian Foundation
Dr. Wendell Halvorson (President)
Louise Manson (Secretary)
3407 Grand Avenue - No. 319
Des Moines 50312
515/282-3175
515/284-7030

Norwegian American Museum
Dr. Marion Nelson
502 West Water Street
Decorah 52101
319/382-3856

Sons of Norway (District Lodge No. 1)
Merlin T. Heglund (Secretary)
Rt. 2
Jewell 50130
515/827-5037

American Hellenic Educational
Educational Progressive Society
Local 192
Greek Orthodox Church of St. George
Fr. George Pallas, Pastor
35th and Cottage Grove
515/277-0780

Croatian Fraternal Slavic Center
(Yugoslavia)
6575 Indianola Road
Des Moines 50320
515/285-9376

Club of Italian Americans
Mr. John Civitate
2200 South Union
Des Moines 50315
515/244-4672

Latvian Society of Iowa, Inc.
John Dimza
1027 - 65th Street
Des Moines 50311
515/277-8158

Czech Heritage Foundation
P.O. Box 761 - Cedar Rapids 52406
Adolph Topinka, (President)
129 - 16th Avenue, S.W.
Cedar Rapids 52404
319/361-0368

WOMEN

State of Iowa

American Association of University
Women
Mrs. Roland (Mary) Grefe,
State President
300 Grand, Des Moines 50312
515/277-7302

Chamber of Commerce of Greater Des Moines
Lena Bloomquist, Director
Women's Bureau
8th and High Streets
Des Moines 50309
515/283-2161

Iowa Civil Rights Commission
Maude E. White, Affirmative Action Director
418 - 6th Avenue, Liberty Bldg.
Des Moines 50309
Home-515/279-5914
Office-515/247-4121

Iowa Commission on the Status of Women
Sue Follon, Director
501 - 10th Street
Des Moines 50319
515/247-4461

Iowa Women's Political Caucus
Peg Cass
500 East 6th Street
Des Moines 50309
515/282-8191

Des Moines League of Women Voters
Joan Hartsuck, President
402 Securities Building
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